DOCUMENT RESUME

ED 166 705 CS 204 656

TITLE	Language Arts Curriculum Guide.
INSTITUTION	Hyde Park Central School District, N.Y.
PUB DATE	[78]
NOTE	534p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$1.00 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Communication Skills; Elementary Education; Instructional Materials; *Language Arts; *Language Skills; *Learning Activities; Library Skills; *Teaching Techniques; Writing Skills

ABSTRACT

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this curriculum guide for kindergarten through grade eight was developed in Hyde Park, New York, as a foundation for a total communication development program. The course descriptions, arranged according to grade, are classified under eight major categories: grammar, linguistic topics, mechanics, spelling, written expression, verbal and nonverbal expression, related language skills, and handwriting. The guide is presented in chart form with each page listing topics and subtopics, performance objectives, space for a time line, references to pertinent textbook sections, references to related activities (described in the appendixes), and space for the teacher to enter activities and comments. Appendixes suggest expectation levels for each grade, present performance objectives for a basic library curriculum, and provide 77 pages of related activity descriptions arranged according to grade. (MAI)

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LANGUAGE ARTS

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CURRICULUM

GUIDE

CS204656

HYDE PARK CENTRAL SCHOOL DISTRICT
SOUTH ALBANY POST ROAD
HYDE PARK, NEW YORK 12538

DR. FRANK GRAY
Assistant Superintendent for Instruction

Tel. 914 - 229 - 8101

September, 1978

Dear Colleague,

This guide represents the first revision of the District K-8 Language Arts Guide. The changes represent suggestions gathered from you, the faculty. The student objectives have been revised, as well as the minimum grade level expectations. These objectives define the more broadly stated District Goals, adopted by the Board of Education in September, 1975. A copy of these goals follow this letter. A large number of suggested activities have been added. Strands outlining handwriting and library skills have also been included.

Teachers should use this guide in developing daily unit and lesson plans. Administrators will be monitoring the use of the guide through classroom observations and appraisal.

Student achievement of objectives will be assessed through teacher made tests and the District Standardized Testing Program. Results of the student's mastery of objectives will form the basis of reporting student progress to parents.

The development of this guide will be an ongoing process. Follow-up faculty meetings will be held to ensure that there is adequate opportunity to share effective teaching techniques. Future revision of the guide will depend upon the feedback received from the faculty.

I am confident that this shared effort will ensure a quality educational program and the achievement of the District's Instructional Goals.

Your professional effort in assuring the best possible educational experience for our students is greatly appreciated.

Sincerely,

Frank Gray

FG:jp

HYDE PARK CENTRAL SCHOOL DISTRICT: DISTRICT GOALS

1. Communication and Computation Skills
   - A. The basic skills of reading and writing (Goal #1)
   - B. The basic skills of speaking and listening (2)
   - C. The basic skills of mathematics (4)
   - D. The desire to use reading, writing, speaking and listening skills (3)
2. Respect for individuals and property
   - A. Respect for personal and public property (24)
   - B. A respect for the worth and dignity of individuals (18)
   - C. The knowledge and skills to conserve natural resources (39)
   - D. A concern for public health and safety (37)
3. Pride in personal accomplishments and good workmanship
   - A. Pride in personal achievements (10)
   - B. Pride in good workmanship (34)
4. An understanding of self
   - A. A positive image of self and a feeling of self-confidence (9)
   - B. Self-understanding and self-awareness (7)
   - C. An understanding of personal occupational and educatinal interests and abilities (30)
5. Good character
   - A. Acceptable standards of personal character and conduct (43)
   - B. Sound ethical and moral behavior (42)

District Goals: (cont.)

6. Ability to sustain lifetime learning
   - A. A desire for life-long learning (14)
   - B. Reasoning skills (12)
   - C. An intellectual curiosity (13)
   - D. Self-discipline to work, study, and play in a productive manner (49)

7. Good citizenship
   - A. The knowledge and habits of good citizenship (22)
   - B. Attitudes leading to the practice of good citizenship (23)

8. Ability to deal with day to day living
   - A. The ability to live and work with others (20)
   - B. The ability to deal with everyday successes and failures (9)
   - C. The ability to maintain good physical, mental, and emotional health (35)
   - D. Good safety habits (36)

Adopted: Board of Education Meeting: 9/25/75

Preface

The first time a teacher asks "What am I supposed to teach in the nth grade?", a clear need for a curriculum guide arises. This guide is, among other things, an attempt to answer that question for teachers and administrators. Moreover, it will serve not only as a guideline for what is to be taught at a particular grade level, but it will also point out what students have covered in previous grades and what they must be prepared for in later grades.

In addition, this guide will help teachers to better utilize the district adopted textbooks. The page references in the guide will facilitate lesson planning, and the number of references listed for a particular topic will also serve as an indicator of the need for supplementary material.

A district-wide curriculum guide such as this should insure some degree of uniformity of what is taught throughout the district. This uniformity aims at providing students with a common background of skills and an equal chance for success as they advance to junior high school, high school, and beyond.

Language Arts Curriculum Committee:

Pete Connell
Doris Marshall
Mary Natuzzi
Cathy Swierat
George Whitbread - Coordinator

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Introduction

If we had to select one word to summarize the goals of a Language Arts Program the word "communication" would be most effective. The major purpose of such a program is to assist students to acquire the skills needed to communicate more effectively. "Communication" is not only a process but it is also a primary goal in education. We are striving to help all of our students improve their ability to communicate with others, orally and in writing. Hopefully, they will become competent at communicating their knowledge, ideas, values, feelings, and opinions in order to successfully participate in society.

The purpose of this guide is to lay the foundation for a program that will help us accomplish this goal. This is the second year of the guide's development, a process which will continue indefinitely. Revisions will be necessary to meet new needs. Specific changes made this year are pointed out in this introduction.

Many resources were used in developing this guide, including feedback from the teachers of the Hyde Park School District (gathered during the year at conferences and workshops). The input of the teachers is reflected in all areas of the guide, especially in the appendices dealing with "Related Activities" and "Expectation Levels."

It should be noted that this is a curriculum guide and not a teacher's manual. The topics are not meant to be taught in the same order in which they are presented here. The guide's function is to aid the classroom teacher in planning a Language Arts Program at each grade level.

The format of the "Course Outline" has been modified slightly this year. The "Topics and Subtopics" and "Performance Objectives" columns have remained, although revisions have been made throughout each of these sections. A blank "Time Line" column has been included again for those teachers who wish to use it in their planning. Because the needs of each student and each class vary, it seemed futile to plot a time line for all to follow. The teacher manuals in the various texts offer suggestions for such planning. The "Text References" column, as the name implies, refers to pages in the Spelling and Language texts that would be useful in teaching or reinforcing a particular topic or skill. "Related Activities" contains references to the numbered activities included in Appendix C. These activities could be a valuable part of the instructional day. It is hoped that this section will be expanded each year. The last column, "Teacher Activities and Comments," is left blank so that teachers may keep track of any ideas that could be shared at follow-up workshops and conferences.

There are three Appendices included with the guide. Appendix A, "Expectation Levels," has been revised from last year based on the feedback information gathered from the teachers. These "Expectation Levels" outline the basic skills in which a student should be competent by the end of a particular grade level. Thus, it is a list of skills that should be stressed because they are necessary for the future success of each student.

Appendix B, "Basic Library Curriculum," was written by a group of Hyde Park librarians and contains those topics and objectives that were previously listed under VII. B., "Using the Library." In grades K - 6, the responsibility for providing instruction in these skills is shared by the classroom teacher and the school librarian. In the Junior High, this responsibility may be divided among many people, including librarians and team teachers. In either case, the teacher who is responsible for Language Arts instruction should make sure that instruction is provided for his/her students in these skill areas.

Appendix C, "Related Activities," contains a variety of suggested activities that correspond to the eight major topics listed in the curriculum guide. These activities were compiled from a variety of resources: State Guides, teacher manuals, teacher feedback, and the committee's own ideas. Hopefully, more activities will be added each year, especially to those areas that are lacking or to those that need further instructional emphasis. There are three sections of "Related Activities": K - 3, 4 - 6, 7 - 8. Some teachers may find it helpful to obtain two or possibly all three sections. (Note: as of now, no activities have been included under IV. Spelling and VIII. Handwriting.)

The eight major topics covered in this guide are basically the same as last year. The sub-topics and performance objectives have been revised to achieve consistency and continuity from one grade level to the next. The eight major topics and important changes to note are as follows:

I. "Grammar" - Section I. C., "Sentence Patterns," has been added this year. Although an optional part of LDU, this section was included because of its usefulness in teaching grammar and written expression.

II. "Linguistic Topics" - Aside from the addition of "Etymologies" at 7th and 8th grade, there are only minor revisions in this section.

III. "Mechanics" - This section was revised to bring about more consistency from one grade to the next.

IV. "Spelling" - The Basic Goals in Spelling (BGS) text is now the basis for spelling instruction in grades 1 - 8.

V. "Written Expression" - Revisions were made here to emphasize the need for specific types of writing skills to be taught at each grade level.

VI. "Verbal and Non-Verbal Expression" - Previously entitled "Communication Skills," this section was slightly revised. The "Related Activities" section fills the gap created by a lack of text references. The State Guide, "Listening and Speaking," provided much of the resource material.

VII. "Related Language Skills" - The major change here was the shift of library skills, previously listed here, to the Appendix.

VIII. "Handwriting" - The policy of the district is that cursive writing be required for all assignments once the transition to cursive from manuscript has been completed. This transition will begin during the second half of the second grade. All students will be instructed in the "Palmer Method" of manuscript and cursive handwriting. Grades K - 4 will have Palmer Method books available for student use. Grades 5 -8 teachers will have teacher editions as well as some student copies of the texts. The skills taught in K - 4 should be further refined and reinforced. The Palmer philosophy emphasizes the importance of both forms of handwriting. In upper grades, it is suggested that one assignment per week be done in manuscript.

The texts referred to in this guide are a major part of the overall Language Arts program and teachers should be aware of the text weaknesses. There are inconsistencies from one grade to the next with respect to "emphasis." This is most obvious at grade 2 where grammar is given very little attention while this does not hold true for grades 1 and 3. The sections entitled "Practice" found in most levels of LDU are often too brief and too easy. Reinforcement of the punctuation and capitalization skills is lacking, especially in the upper grades. The skills of written expression are not clearly defined nor covered in LDU. The verbal expression skills are not emphasized.

The inclusion of the "Related Activities" section in the guide this year is an initial attempt to strengthen the overall program. It is only the beginning. According to a Stanford Achievement Test item analysis, the students of Hyde Park need more practice in the mechanics of English (capitalization and punctuation). Teachers should try to stress these areas in their planning.

The Language for Daily Use books were not ordered for K - 1 students but they are available upon teacher request. Teachers in K - 1 should use the curriculum guide and the LDU teacher manuals as a basis for their plans in Language Arts.

Now that text adoptions have been made and curriculum guides begun, teachers should be able to see ways to integrate "course content" and the "skills of communication " To attain a total program, no subject area can be taught in isolation. Meaningful learning experiences do not fit into neat little subject "compartments," especially for younger children. It is hoped that teachers will use the curriculum guides as a basis for the total education all students deserve.

Many skills and experiences (plays, field trips, etc.) have not been listed in the guide. They are, however, valuable and often vital to a well-rounded education. Any curriculum guide should not stifle a teacher's creativity but should form the framework in which a teacher plans in response to a student's individual needs and interests.

Topic Outline

I. Grammar

- A. Parts of Speech
- B. The Sentence
- C. Sentence Patterns

II. Linguistic Topics

- A. History of Language
- B. Usage
- C. Developing Vocabulary

III. Mechanics

- A. Capitalization
- B. Punctuation

IV. Spelling

V. Written Expression

- A. Basic Composition
- B. Organizing Information
- C. Creative Writing
- D. Letter Writing

VI. Verbal and Non-Verbal Expression

- A. Speaking
- B. Listening
- C. Non-Verbal Communication

VII. Related Language Skills

- A. Using the Dictionary
- B. Using the Library

VIII. Handwriting

Course Outline(s)

COURSE OUTLINE - LANGUAGE ARTS

GRADE Kindergarten

Page 1 of 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech					
1. Nouns	Identify and match objects.		LDU 1,8,21,25,43,47,50,54,57	V. 57	
2. Verbs	Respond using simple complete sentences with subject-verb agreement.		LDU 12-13,33,34,41,42,48	I. 1,2,3,4	
3. Adjectives	Identify, match and describe objects.		LDU 3,18,20,50	I. 7,18 V. 32,57	
B. The Sentence					
1. Complete	Respond using simple complete sentences.		LDU 9-14,18,19,21,24,27,30,31		
2. Agreement	Respond using simple complete sentences with subject-verb agreement.		LDU 33,34,41,42,48		
II. LINGUISTIC TOPICS	The student will:				
A. Usage					
1. Manners	Use expressions of courtesy.		LDU 30,35,46	II. 1,7,9	
2. Appropriate grammatical usage	Respond using simple complete sentences with subject-verb agreement.		LDU 33,34,41,42,48	I. 1,2,3,4	
B. Developing vocabulary					

COURSE OUTLINE - LANGUAGE ARTS

GRADE Kindergarten

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
1. Word meanings	Identify, distinguish, and classify words.		LDU 1, 4-5,8,21, 25,27,43,47,50, 54,55,57	II. 10,11,12, 14,15,28,29,33 V. 24	
2. Word relationships					
a. Beginning sounds	Identify words that begin with the same sound.		LDU 25,27,43,47, 50,54,57		
b. Pictures	Identify pictures of objects whose names begin with the same sound.		Ibid.		
3. Specialized vocabularies	Learn special words.		See LDU Skills Index: "Vocabulary Building - Special Words" pg. T XX		
III. MECHANICS IV. SPELLING V. WRITTEN EXPRESSION	These skill areas are not covered in the basic kindergarten curriculum.				
VI. VERBAL AND NON_VERBAL EXPRESSION	The student will:				
A. Speaking					
1. Mechanics					
a. Pronunciation	Use correct speech sounds.		See LDU Skills Index: "Speaking Skills - Articulation" pg.T XIX	VI. 84,85	

COURSE OUTLINE - LANGUAGE ARTS

GRADE Kindergarten

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Page 3 of 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Forms of verbal communication					
a. Descriptions	Describe objects, activities, events, and situations.		See LDU Skills Index: "Speaking Skills - Describing" pg. T XIX	VI. 90	
b. Stories	Tell stories using picture clues.		See LDU Skills Index: "Speaking Skills - Telling Stories" pg. T XIX	V. 39 VI.16, 99	
c. Dramatizations	Act out situations.		See LDU Skills Index: "Speaking Skills - Dramatizing" pg. T XIX	VI. 67,78,79	
B. Listening					
1. Aural comprehension					
a. Follow directions	Follow oral directions		See LDU Skills Index: "Listening Skills - Following Oral Directions" pg. T XIX	VI. 19	
b. Specific information	Identify details.		LDU 56,57	VI. 97,98	
2. Auditory discrimination					
a. Rhymes	Identify and name words that rhyme.		LDU 52-53,59	VI. 58-60	

COURSE OUTLINE - LANGUAGE ARTS

GRADE Kindergarten

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Letter sounds	Identify and distinguish words or pictures of objects that begin with the same sound.		LDU 25,27,43,47, 50,54		
3. Appreciation	Listen to a story or poem for enjoyment.		LDU 4-5,6,19,25, 28,44-45,49	V. 65 VI. 100	
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the library	Refer to "Basic Library Curriculum".			VII. 3	
VIII. HANDWRITING	The student will:				
	Use appropriate level of Palmer.		Refer to Palmer Method Kindergarten	VIII. 1	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns	Be introduced to and identify nouns as naming words.		LDU 30,31,33,34, 38,85	I. 2 V. 7,8	
2. Verbs	Be introduced to and identify verbs as action words.		LDU 33,39,86,87	I. 2,3,12,20 V. 7,8	
3. Adjectives	Be introduced to and identify adjectives as describing words.		LDU 54,55,58,84	I. 7,8,18,22 V. 19-21	
B. The Sentence 1. Kinds	Be introduced to and identify declarative and interrogative sentences.		LDU 42,43,65,67, 68,73,77,82	I. 15,16,17,19 21 V. 11	
II. LINGUISTIC TOPICS	The student will:				
A. Usage 1. Manners	Understand and use good manners when talking to or working with teachers and peers.		LDU T XV	II. 1,7,9	
2. Appropriate grammatical usage a. Agreement of subject and verb.	Use correct verb with singular and plural nouns.		LDU 27,47,50,59, 66,67,68	I. 1,2,3 V. 66	
b. Use of pronoun "I"	Use the pronoun "I" correctly.		LDU 41,64,73	V. 26	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Developing vocabulary					
1. Word meaning	Identify, distinguish, and classify a given set of words.		LDU 1-7,9,31,35, 36,51,52,77,83, 94	II. 10,11,12, 13,14,15,16,18, 20,28,29,33 V. 24,32	
2. Word relationships					
a. Opposites	Identify and write words that are opposite in meaning.		LDU 27,28	II. 19,22	
III. MECHANICS	The student will:				
A. Capitalization					
1. First word	Capitalize the first word of a sentence.		LDU 38,43,44,50, 64,67,68,73,78,87	III. 1,3,6,10	
2. Proper nouns	Capitalize the first letter of a proper noun.		LDU 34,35,36,50-52,68,73,80,94	III. 2,9	
3. Letter writing	Use the proper capitals in writing friendly letters.		LDU 62,71	III. 2	
B. Punctuation					
1. Period					
a. Sentences	Use a period at the end of a statement.		LDU 43,44,47,48, 50,65,67,68,71, 73,76,78,82,84, 87	III.1,3,4,5,6, 8 V. 13	
2. Question mark	Use a question mark after a question.		LDU 48,49,65,67, 68,71,73,76,82	III. 4,5,6,8 V. 13	

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COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Commas a. Letters	Use commas in letters after the greeting and closing.		LDU 62,71	III. 2	
IV. SPELLING	The student will:				
	Use appropriate level of BGS.		BGS for grade level		
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences	Learn to write a sentence.		LDU 34,37-39,42-44,48,49,60,65,67,68,81-82,84	V. 1,2,4,8,9,12,13,14,16,17,18,24,27,29,31,39	66
2. Proofreading	Learn to identify and correct errors in sentences.		BGS Units 33, 35		
B. Organizing information 1. Dictation	Write dictated material.		BGS Units 27-36		
C. Creative writing 1. Poetry	Learn to appreciate poetry and to complete lines of poetry by using rhyming words.		LDU T xii, T xiii 25,26,45,76		
2. Stories a. Picture stories	Complete a story from pictures and introductory words.		LDU 55,78	V. 39,69	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Individual stories	Compose short individual stories with spelling help from teacher.		LDU 87,88	V. 33,39,56, 67,68	
c. Group stories	Compose stories as a group with teacher assistance.			V. 33,60	
3. Expressive language	Complete sentences using picture and sensory words.		LDU 4,34,38,39, 47,49,50,52,54, 59,60,65,81,82, 84-86	V. 37	
D. Letter writing 1. Friendly letters	Learn to copy a friendly letter.		LDU 62,71		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking 1. Mechanics a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 21,23,27,32, 34,35,37,38,39, 41,43,47,50,54, 55,59,60,63,70, 77-78,80,84,87	II. 2,3,4,5,6 VI. 84,85	
2. Forms of verbal communication a. Descriptions	Describe actions, events, animals, objects, people, feelings, and pictures.		See "Skills Index" under Speaking Skills - Describing pg. T xvii	V. 37 VI. 90	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Telling stories	Tell stories using picture clues.		LDU 9,21,41,63, 64,70,77,78,88	VI. 15	
c. Dramatizing	Plan and dramatize, as a group, a story or poem.		LDU 6	VI. 67,78,79	
3. Content					
a. Thought expression	Express a complete thought orally.		LDU 4,6,9,21,23, 31,33,37-39,43, 44,47,49,54,59, 65,67-72,78,80-88	V. 1,3,15 VI. 87	
b. Main idea	Recognize and use a main idea and a central theme.		LDU 37,87	VI. 89	
c. Word choice	Speak with clear, exact, and vivid language.		See "Skills Index" under Speaking Skills pg. T xvii	VI. 90	
d. Organization	Recognize and utilize patterns of organization.		LDU 1,2,4,5,6,23, 37,84	V. 5,32,47,49 VI. 91,92	
B. Listening					
1. Aural comprehension					
a. Follow directions	Follow teacher's directions.		LDU 9,77		
b. Specific information	Listen for specific details and retell them.		LDU 27,41,45,50, 56	VI. 1,2,3,97, 98	
c. Main idea	Listen for main idea.			VI. 4	
d. Relationships	Listen for and understand relationships.			V. 32,53,60 VI. 8-14	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Auditory discrimination					
a. Rhymes	Identify the rhyming words upon listening to a poem.		LDU 25,26,27,41, 45,50,56	VI. 57-60	
b. Letter sounds	Listen to and identify beginning sounds.		LDU 7,18-20,22,24, 29,35,40,46,53, 57,58,61,69,79	VI. 40,96	
c. Intonation	Recognize intonation patterns and their effects on meaning.			VI. 18,47,48, 53 V. 12,64	
3. Listening for appreciation	Listen to poems and stories for appreciation.		LDU 25,27,32,45, 50,56,57,76	V. 60,65 VI. 100	
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the dictionary					
1. Alphabetical order	Alphabetize letters.		LDU 17,89,90,91, 92,93,94 BGS 2, 3,6,7,8,9,10,11 (Word Shop) Units	II. 31 VII. 1,7	
2. Introduction to the picture dictionary	Learn to identify the meaning of a word from picture dictionaries.		LDU 17,18,89,90, 91,92,93 BGS Units 18,20,22,24, 26-35	II. 32 VII. 7	
B. Using the library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU	VII. 2-5	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 1

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
VIII. HANDWRITING	The student will:				
	Use appropriate level of Palmer.		Refer to Palmer Method Grade 1	VIII. 1	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 2

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Page 1 of 8

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns	Identify nouns as words that tell or name.			I. 2,24,25 V. 7,8	
2. Verbs	Identify verbs as action words.			I. 2,12,20,25 V. 7,8	
3. Adjectives	Identify adjectives as describing words.		LDU 92	I. 7,8,9,11,18, 22,25 V. 19, 20,21	
B. The Sentence 1. Kinds a. Declarative	Develop and strengthen concept of declarative sentences as sentences that tell.		LDU 2-3,14,68,81	I. 15,16,17,19, 21 V. 11	
b. Interrogative	Develop and strengthen concept of interrogative sentences as sentences that ask.		LDU 18,22,27,43, 70,81,92,94,98, 108	I. 15,16,17,19 21 V. 11	
II. LINGUISTIC TOPICS	The student will:				
A. History of language 1. Introduction to word origins	Be introduced to the idea that words come from other languages.		LDU 10,24,51,59, 79,86,106,120, 132,155		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Usage 1. Manners a. Introductions	Use the correct forms of introduction.		LDU 129-131, 138, 166	II. 1,7,9	
b. Telephone manners	Answer a telephone correctly.		LDU 135,139,166		
c. General behavior	Use acceptable behavior in given situations.		LDU 33,133,134, 139		
2. Appropriate grammatical usage a. Agreement of subject and verb.	Use correct verb form to agree with subject.		LDU Index: Usage 183	I. 1,2,3,4 V. 66	
b. Use of pronoun "I"	Use the pronoun "I" correctly.		LDU 95,99,125, 166	V. 26	
C. Developing vocabulary 1. Word meanings	Be able to understand the meaning of words as used in prose and poetry.		LDU 7,31,40,80, 147	II. 10,16,17, 18,19,20,23,26, 28,30,33	
2. Word relationships	Identify and use opposites and multi-meanings of words.		LDU 96,99 BGS Units 28,29,36	II. 19,20,22, 26	
3. Specialized vocabularies	Use special vocabularies for various activities.		LDU 31	II. 10,11,12, 13,14,15,26,28	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
III. MECHANICS	The student will:				
A. Capitalization 1. First word	Use a capital letter at the beginning of a sentence.		LDU Index: Capital Letters in Sentences 179 BGS Units 1,16, 22,28	III. 1,3,6,10	
2. Proper nouns	Capitalize the first letter of a proper noun.		LDU 5,9,12,17,48, 122	III. 2,9	
3. Titles a. Respect	Capitalize the first letter in titles of respect.		LDU 26,58,61,65, 70-71,81,83,138, 172-173,178		
b. Books, poems, stories	Capitalize the first and all important words in titles.		LDU 30,34,42,83, 103-104,114,171-172		
4. Letter writing	Use the correct capitalization in writing letters.		LDU 20,60,65,70-71,83,136,138, 173	III. 2	
B. Punctuation 1. Period	Use a period at the end of a statement.		LDU 6-7,14,26,43, 69-71,81,83,89, 114-115,171-173	III. 3,4,5,6, 8 V. 13	
2. Question mark	Use a question mark at the end of a question.		LDU 18,27,43,70, 81	III. 3,4,5,6, 8 V. 13	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Comma					
a. Letters	Use commas in letters where necessary.		LDU 20,65,70,83, 136,138,173	III. 2	
b. Addresses	Use commas in addresses.		LDU 61,71,154	III. 2	
IV. SPELLING	The student will:				
	Use appropriate level of BGS.		BGS for grade level or below.		
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition					
1. Sentences	Write simple sentences.		LDU 11,68-69,94, 102,118	V. 1,2,4,8,9, 10,12,13,14,16, 17,18,24,27,29, 31,35,39,54,60-66	
2. Proofreading	Learn to proofread for periods, capitals, and correct word order.		BGS Units 1,8, 14,16,21,22,28, 32		
B. Organizing information					
1. Dictation	Write dictated material.		BGS Units 1-36		
C. Creative writing					
1. Poetry	Write poetry.		LDU 8, 113		
2. Stories	Write stories.		LDU Index - Written Expression 184	V. 33,50,52,56, 67,68,69	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Expressive language	Identify and use descriptive words that help develop "word pictures".		LDU 35,39,40,80,89,109	V. 37,39,40	
D. Letter writing					
1. Friendly	Write friendly letters.		LDU 20,21,60,61,64,65,70,71,138,154,168,173		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking					
1. Mechanics					
a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 78,90,161,165	II. 2,3,4,5,6 VI. 84,85	
2. Forms of verbal communication					
a. Reading aloud	Learn oral expression and develop standards for oral work by reading prose and poetry aloud.		LDU 13,112,141,150,167	VI. 81,83	
b. Telling stories	Employ an orderly sequence in planning and telling a story.		LDU 104,107,114,118,126,160,167	VI. 8,10	
c. Dramatizing	Plan and dramatize, as a group, a story or a poem.		LDU 8,32-33,77,129-131,134,135,151,152,160-161	VI. 67,78,79	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Content					
a. Thought expression	Express a complete thought orally.		LDU 165	V. 1,3,15 VI. 87,88	
b. Main idea	Recognize and use a main idea and a central theme.		LDU 13,117	VI. 4,5,89	
c. Word choice	Speak with clear, exact, and vivid language.		LDU Index - Oral Expression - 181	V. 38 VI. 90	
d. Organization	Recognize and utilize patterns of organization.			V. 5,32,34, 46,47,48,49 VI. 91,92	
B. Listening					
1. Aural comprehension	Listen to new and interesting words and identify their meaning through context clues.		LDU 39,40,52,66, 73-77,109,110, 148,149,151		
a. Follow directions	Follow teacher's directions.				
b. Specific information	Listen for specific details and retell them.			VI. 1,2,3,97, 98	
c. Main idea	Listen for main idea.			VI. 4	
d. Relationships	Listen for and understand relationships.			V. 32,53,60 VI. 8-14	
2. Auditory discrimination					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
a. Rhymes	Identify rhyming words when listening to a poem.		LDU 11,45,54,81, 123,146,147	VI. 57-60	
b. Letter sounds	Listen to and differentiate between speech sounds so that likenesses and differences of words will be understood.		LDU 53,87,108, 142-145,149 BGS Units 1-36	VI. 40-46,96	
c. Intonation	Recognize intonation patterns and their effects on meaning.			V. 12,64 VI. 18,47-53	
3. Listening for appreciation	Listen to stories and poems for appreciation.		LDU 21,29,35-38, 40,52,66,73-77 87,108,110,123, 142,151,156-159	V. 65 VI. 100	
4. Listening behavior	Display appropriate behavior in group listening.		LDU 33,130,150	VI.24,31-35	
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the dictionary 1. Alphabetical order	Put words in alphabetical order according to the first letter.		BGS Units 17,22, 23,25,30,31,32, 34	II. 31,32. VII. 8	
B. Using the library	Refer to "Basic Library Curriculum".		LDU 31,133,162-163, 171	VII. 2-5	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
VIII. HANDWRITING	The student will: Use appropriate level of Palmer.		Refer to Palmer Method Grade 2 (Transition to Cursive)		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns	Identify and define nouns as name words.		LDU 122,126,135, 152,258,285	I. 2,24,25 III. 3 V. 7,8	
a. Singular and plural	Distinguish between singular and plural nouns.		LDU 154,171,176 258	I. 2	
b. Plural forms	Form plurals by adding -s,-es, -ies or by making any necessary changes for irregular plurals.		LDU 154,171,176, 258, BGS Units 1,3,4,5,7,11,13, 15,24,26,28		
c. Common and proper	Distinguish between common and proper nouns.		LDU 2,3,5-7,15, 18-20,22,25,26, 46,49-51,52,56, 65,66,95,115,129, 173,259,260,273, 274,277,278		
2. Verbs	Identify and define verbs as action words.		LDU 122,127,152, 229,259,285	I. 2,12,20,25, III. 3 V. 7,8	
3. Adjectives	Identify and define adjectives as descriptive words.		LDU 97,132-135, 138,139	I. 7,9.11,18, 22,25 III,3 V. 19,20,21	
4. Adverbs	Be introduced to the concept of adverbs as words that tell when, where and how.		LDU 196,197,291	I. 7,8,10 V. 22	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. The Sentence 1. Kinds					
a. Declarative	Recognize declarative sentences as sentences that tell.		LDU 14,84,88,103, 255,281	I. 15,16,17, 19,21 V. 11	
b. Interrogative	Recognize interrogative sentences as sentences that ask questions.		LDU 14,84,92,103, 255,281	I. 15,16,17,19, 21 V. 11	
c. Imperative	Recognize imperative sentences as sentences that give commands.		LDU 84,89,103, 255,281		
d. Exclamatory	Recognize exclamatory sentences that show strong feeling.		LDU 84,90,91,103, 255,281	I. 19	
2. Complete and incomplete	Distinguish between complete and incomplete sentences.		LDU 84,94,103, 282		
3. Basic parts a. Subject	Identify and define the subject of a sentence.		LDU 128,141,170	I. 1,5,6,20, 23	
b. Predicate	Identify and define the predicate of a sentence.		Ibid	I. 1,6,20	
c. Sentence patterns	Be exposed to the various types of sentence patterns in LDU at this level.		LDU 128,141,170	V. 7,19	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
II. LINGUISTIC TOPICS	The student will:				
A. History of language 1. Word origins	Be aware that the words in our language have been derived from other languages.		LDU 24,37,53,79, 96,116,129,173, 185,206,225,252		
2. Development	Be aware that new words are continually developed to meet new situations.		Ibid		
B. Usage 1. Manners a. Introductions	Use and practice correct forms of introduction.		LDU 71,72	II. 1,7,9	
b. Answering telephone	Be courteous when answering telephone.		LDU 76,77		
c. Conversation techniques	Use proper conversational techniques.		LDU 70		
2. Appropriate grammatical usage a. Agreement of subject and verb	Use correct form of verb with singular and plural nouns.		LDU see Index pg. 303 "Usage" BGS Units 8,9, 16,17,20	I. 1,2,3,4 V. 66	
b. "I" and "me"	Use correct pronoun form "I" and "me" in a sentence		LDU see Index pg.303."Usage"	V. 26	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. "Any" and "no"	Use words "any" and "no" correctly.		Ibid	II. 8	
3. Colloquial expressions	Recognize that vocabulary varies from region to region.		LDU 225,252	II. 6,7	
C. Developing vocabulary 1. Word meanings	Determine word meanings using context clues.		LDU 34,35 BGS Units 1-36 (Reinforcement)	II. 10,11,12, 13,14,15,16,17, 18,20,23,26, 28,30,33 V.59	
2. Word relationships a. Synonyms	Recognize words of similar meanings and use the more appropriate in context.		LDU 127,130,136 BGS Units 25,26	II. 21,34	
b. Homonyms	Use correct homonyms in a sentence.		LDU 105,109,119, 121,154,162,163, 176,266,268,269, 283,284,288 BGS Units 15, 21-24		
c. Antonyms	Recognize and select words of opposite meanings.		BGS Units 8,10, 34	II. 19	
3. Expanding words a. Affixes	Recognize that word meaning can change through the addition of letter groups before or after the word.		LDU 37,145	II. 24,25	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
III. MECHANICS	The student will:				
A. Capitalization 1. First word a. Sentence	Capitalize the first word of a sentence.		LDU 62,63,80,95, 168,261 BGS Unit 3	III. 1,3,6,10	
b. Poetry line	Capitalize the first word of a line in poetry.		LDU 55,261		
2. Proper nouns	Capitalize the first letter of a proper noun.		LDU see Index pg. 297 "Capital Letters"	III. 9	
3. Titles a. Respect	Capitalize the first letter in titles of respect.		LDU 2,6,22,25, 259		
b. Books, poems, stories	Capitalize the first, last, and all important words in titles of books, poems, and stories.		LDU 94,217,222, 223,237		
4. Letter writing	Make all necessary capitalizations in the writing of a letter.		LDU 15,59	III. 2	
a. Address	Make all necessary capitalizations in the address.		LDU 2,7,25,47, 61,66	III. 2,9	
5. Pronoun "I"	Capitalize the pronoun "I".		LDU 55,95		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
6. Abbreviations	Capitalize the abbreviations for titles of respect and months of the year.		LDU 6,20,22	III. 7	
7. Initials	Capitalize all initials.		LDU 47,61,66,147, 259		
8. Outlines	Make all necessary capitalizations in the outline form.		LDU 114		
B. Punctuation 1. Periods a. Sentences	Use a period at the end of each declarative and imperative sentence.		LDU 3,12,22,26, 62,63,89,101,255, 262,274	III. 1,3,4,5, 6,8	
b. Abbreviations	Use a period after abbreviations.		LDU 2,3,6,20,22, 25,26,51,99,171, 262		
c. Numerals and letters	Use a period after numerals and letters in lists and outlines.		LDU 114		
d. Initials	Use a period after initials.		LDU 61,147,262		
2. Commas a. Letter writing	Place commas in the appropriate places in letters.		LDU 59,63,257, 263	III. 2	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Dates	Place a comma between day and year.		LDU 3,15,22,26, 95,263		
c. Address	Place a comma between the name of a city and name of a state.		LDU 60,61	III. 2	
3. Question marks	Use a question mark in interrogative sentences.		LDU 3,12,22,26, 62,63,84,92,101, 255,263,274,281		
4. Exclamation points	Use an exclamation point in exclamatory sentences.		LDU 90,101,255, 263		
5. Apostrophes					
a. Contractions	Use apostrophes in contractions to replace missing letters.		LDU 27,43,45,95, 105,117,118,121, 147,201,230,263 BGS Unit 21		
b. Possessive nouns	Use apostrophes to form the singular possessive.		LDU 122,142,143, 152,230,263		
6. Quotation marks	Recognize that quotation marks are used to set off the exact words of the speaker.		BGS Unit 5		
7. Underlining	Underline all the words in the title of a book.		LDU 54,203,278		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
IV. SPELLING	The student will:				
	Use the appropriate level of BGS.		BGS at grade level or below		
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences a. Complete	Write complete sentences.		LDU 84,94,103, 150,197,282	V.1,2,4,8,9,10, 12,13,14,16,17, 18,24,27,29,31, 35,39,54,59,60, 66	
b. Word order	Arrange groups of words to make sensible sentences.		LDU 85,93,104, 128,141,170,282	I. 14 V. 15, 16,17	
c. Run-on sentences	Avoid the use of run-on sentences.		LDU 110,217,256, 264,282,292,293	V. 6	
d. Word choice	Write sentences using words that will make the sentences more interesting and accurate.		LDU 125,130,131, 132-136,138,140, 141,189	V. 38	
e. Sentence expansion	Write sentences of increasing complexity through the addition of adjectives and/or phrases.		LDU 97,141,170	V. 10,23,25	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Paragraphs					
a. Indentation	Indent the first line of each paragraph.		LDU 107,110,115, 256		
b. Topic sentences	Be introduced to the main idea of a paragraph.		LDU 107,108,113, 256	V. 41,42,43, 44,50,56,61, 62,63	
c. Paragraph unity	Write about one topic in each paragraph.		Ibid	V. 41,42,43, 44,45,51,53, 55,61,62,63	
d. Sequence	Write events in the proper order.		LDU 113	V. 33,53,70	
3. Outlines	Be introdiced to the format of an outline.		LDU 114		
4. Fundamentals of compositions	Write a one paragraph composition on a given topic.		LDU 21,23,30,56, 88,89,220	V. 33	
B. Organizing information					
1. Note taking					
a. Dictation	Write dictated material.		BGS Units 1-36		
b. Research	Be introduced to making notes of facts read.		LDU 226-229		
2. Reports					
a. Book reports	Write book reports including title, author, summary and reaction.		LDU 203,226-229 (see also pgs. 44,64,82,102,		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
			120,151,175,192, 215,236 for examples)		
b. Notices	Write notices using correct form and content.		LDU 94,217,222, 223,237		
c. Topic reports	Be introduced to writing clear and concise reports on a given topic.		LDU 30,107,108, 110,112-114,226-227, 256		
3. Proofreading	Proofread written work for spelling, capitalization, punctuation, form, and content errors.		LDU 29,220,234, 235 BGS Units 3,4		
C. Creative writing					
1. Stories	Compose original stories while adhering to the skills of basic compositions.		LDU 33,43,97, 108,231-233	V. 33,40,50, 52,56,67,68, 69	
2. Poems	Write verses that rhyme.		LDU 42		
3. Expressive language	Recognize common figures of speech in poetry.		LDU 18,55,133, 134,180,181,189, 191		
4. Plays	Contribute to the writing of a short play.		LDU 239-251		
D. Letter writing					
1. Form	Recognize and use the		LDU 58,63,157,		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	five basic parts of a letter: heading, greeting, body, closing, and signature.		158,164-166		
2. Type					
a. Friendly	Write a friendly letter.		LDU 6,59,157, 164,168,257		
b. Invitation	Write an invitation.		LDU 49,159	V. 36	
c. Thank-you	Write a thank-you note.		LDU 63,160		
3. Envelopes	Use the proper format for addressing envelopes.		LDU 47,60,61,63, 66,155,167,177, 279,290		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking 1. Mechanics					
a. Pronunciation and articulation	Pronounce and articulate words clearly.		LDU 16-19,76,81, 100,150,172 BGS Units 25,27-33,35,36	II. 2,3,4,5,6 VI. 84,85	
b. Voice and body control	Be introduced to voice and body control techniques such as eye contact, volume, pitch, rate, movement, gesture, posture, etc.		LDU 76,251	VI. 80-85	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Delivery aids	Utilize visual aids in presentations where appropriate.		LDU 202,203	VI. 86	
2. Forms of verbal communication					
a. Greetings	Use appropriate language in greeting people.		LDU 71		
b. Introductions	Use correct techniques in introducing people.		LDU 72,73		
c. Discussions	Display appropriate behavior in discussions and conversations.		LDU 70	VI. 68,78	
d. Stories	Relate the details of a story in sequential order employing the basic skills of speaking.		LDU 195,198	VI. 8,10	
e. Telephone conversations	Employ telephone etiquette.		LDU 76,77	VI. 23	
f. Explanations	Give clear and concise explanations.		LDU 200,201	VI. 70-77	
g. Choral reading	Participate in choral readings.		LDU 179-181,188	VI. 66	
h. Messages	Deliver accurate messages.		LDU 31,77		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
i. Acting	Participate in the performance of a skit, improvisation, or play.		LDU 32, 239-251	VI. 67	
j. Oral reports	Present an oral book report utilizing basic speaking skills.		LDU 202-205	VI. 93	
3. Content					
a. Thought expression	Express a complete thought orally.		LDU 14,35,81,98-100,131,136,150, 169,172	V. 1,3,15 VI. 87,88	
b. Main idea	Recognize and use a main idea and a central theme.		LDU 108	VI. 89	
c. Word choice	Speak with clear, exact, and vivid language.		See Index - "Oral Expression" pg. 299-300	VI. 90	
d. Organization	Recognize and utilize patterns of organizations.		V. 5,32,34,46, 47,48,49 VI. 91, 92		
B. Listening					
1. Aural comprehension					
a. Follow directions	Follow simple oral directions.		LDU 29	VI. 19	
b. Specific information	Gain specific information through listening.		LDU 30-32,43,80, 113	VI. 1,2,3	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Main idea	Listen for the main idea.		LDU 108	VI. 4,5	
d. Relationships	Listen for and understand relationships.		LDU 108,112,113, 199,221	V. 60 VI. 6,7,8-14	
2. Auditory discrimination					
a. Rhymes	Identify the rhyming words upon listening to a poem.		LDU 38,39	VI. 57-63	
b. Letter sounds	Identify all the individual letters and combined letter sounds.		LDU 81,150,172 BGS Units 1-36	VI. 40-46	
c. Environmental sounds	Listen to and identify sounds from the environment.		LDU 29	VI. 36-39, 65	
d. Intonation	Recognize intonation patterns and their effects on meaning.		LDU 133,188-189, 190-191,211-212, 214	VI. 18,47-53 V. 12,64	
3. Listening for appreciation	Listen to a variety of oral presentations for enjoyment.		LDU 18,32,34,35, 38,39,113,134, 174,179-182,184 188-189	VI. 100	
4. Listening behavior	Know and apply the basic rules of listening behavior.		LDU 33	VI. 24,31-35	
5. Critical listening	Determine and express the mood, tone, and feeling imparted by an oral presentation.		LDU 133,189,190, 191	VI. 93-95	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Non-verbal communication 1. Pantomime	Act out and interpret simple ideas and situations.			I. 20	
2. Body language	Interpret mood and/or feelings through attention to gestures, posture, and facial expressions.				
3. Signs and symbols	Interpret various signs and symbols from the environment.		BGS Units 1-36		
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the dictionary 1. Alphabetical order	Alphabetize through the second letter.		LDU 2, 9-11,22, 25,67,75,83,273, 280 BGS Units 4, 6,8,11-16,18-21, 26,28	II. 31 VII. 8	
2. Word meanings	Find the meaning of a given word using a dictionary.			II. 32 VII. 10	
3. Syllabication and accent marks	Use the dictionary to determine the syllabication and accent of a given word.		LDU 17,19,50 BGS Units 29-36		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
4. Guide words	Use guide words in order to find a particular word.			VII. 10	
5. Hyphenation	Determine the syllabication of a word in order to use a hyphen to divide a word at the end of a line.				
6. Diacritical marks	Interpret the meaning and/or sounds of various diacritical marks.		BGS Units 1-36		
7. Respellings	Say a word based on its phonetic respelling.		BGS Units 2-36		
B. Using the library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU		
VIII. HANDWRITING	The student will:				
	Use appropriate level of Palmer.		Refer to Palmer Method Grade 3		

COURSE OUTLINE - LANGUAGE ARTS

GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:		LDU 21,273, BGS Unit 7-9,12,16-18,24,26,28	I. 5,6,7,8, 25	
A. Parts of speech 1. Nouns a. Common and proper	Distinguish between common and proper nouns.		LDU 18,21,26,27, 28,30-35,41,59, 166,273 BGS Unit 28		
b. Singular and plural	Identify and use singular and plural nouns and correctly change singular nouns to plural.		LDU 18,22-25,41, 55 BGS. Units 12,16,17-25,27		
c. Possessives	Employ the rules for forming all singular and plural possessives.		LDU 19,38-39,42, 77 BGS Units 13,15,19		
d. Determiners	Be introduced to the concept of words that point out or determine nouns.		LDU 76,84,210, 264	I. 6,14,27	
2. Verbs a. Action and being	Identify verbs as action words and verbs of "being".		LDU 62,72,73,86, 137,205 BGS Units 8,9,16,17,24,26	I. 16,17,18, 29,31,32	
b. Main and helping verbs	Identify main verb in a sentence and recognize most common helping verbs: e.g. am,is,are, was, were, will, have, has, had.		LDU 63,79,80-84, 87,194,202,243, 273		

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GRADE 4

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Verb tense (form)	Know the three main verb tenses (past, present, future) and how to form them given a regular verb.		LDU 80-83,194, 202,243 BGS Units 8,16	I. 31,32,33	
d. Irregular verbs	Identify and write the tense forms of common irregular verbs.		LDU: see Index pgs. 321-322 "Usage"	-	
e. Contractions	Identify and form contractions from a given pair of words.				
3. Adjectives a. Descriptive	Identify descriptive adjectives as noun modifiers.		LDU 124-125,276 BGS Units 10,16, 17,28,30	I. 19,20,21,23, 28	
b. Position	Know that adjectives usually precede the nouns they modify.		LDU 109,124-125		
c. Comparisons	Be introduced to adjectives and their two comparative forms.		BGS Unit 16		
4. Pronouns	Be introduced to the concept of pronouns as noun substitutes.		SG Lang. 18 BGS Unit 13 LDU 129,155,156, 167,181,290,291, 305,306	I. 9,10,11,12, 13,14,15	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
5. Adverbs	Identify,define, and use adverbs as words that modify verbs.		LDU 172-173,191, 228,276 BGS Unit 11,17	I. 22,23 VI. 99	
B. The Sentence					
1. Kinds of sentences					
a. Declarative	Recognize declarative sentences as sentences that make a statement.		LDU 62,65,66,68, 269		
b. Interrogative	Recognize interrogative sentences as sentences that ask a question.		LDU 62,65,66,68, 269		
c. Imperative	Recognize imperative sentences as sentences that give commands.		LDU 65,66,68, 269		
d. Exclamatory	Recognize exclamatory sentences as sentences that show strong feelings.		LDU 66,68,269		
2. Complete and incomplete	Distinguish between complete and incomplete sentences.		LDU 25,65,115, 139,146,207,227, 237,269		
3. Basic parts					
a. Subject	Recognize the subject of a sentence.		LDU 62,69,86, 119,270	I. 29,30 VI. 45,46,49	
b. Predicate	Recognize the predicate of a sentence.		LDU 62,70,86, 119,270		

COURSE OUTLINE - LANGUAGE ARTS

GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Sentence patterns	Be exposed to the various types of sentence patterns in LDU at this level.		LDU 76,84,210, 264	I. 1,2,3,4,18, 24	
II. LINGUISTIC TOPICS	The student will:				
A. History of language 1. Word origins	Be aware that the words in our language have been derived from other languages.		LDU 15,51,99,113, 199,255	II.4,5,6,7,8, 10,13,25,26	
	Be aware that new words are continually developed to meet new situations.		LDU 37,71,174, 225,240		
B. Usage 1. Appropriateness and form in social situations	Distinguish between formal and informal language and identify suitable situations for each.		LDU 9,12-13,112, 120	II. 1,2,3,9 VI. 106	
2. Appropriate grammatical usage	Use appropriate grammatical constructs in given situations.		LDU see Index pgs. 321-322 "Usage"		
3. Colloquial expressions	Develop an awareness of suitable situations for the use of colloquial expressions.		II. 10,11,12,14, 19,35		

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GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
4. Slang	Develop an awareness of suitable situations for the use of slang.			II. 24	
C. Developing vocabulary 1. Using context clues	Determine word meanings using context clues.		LDU 165 BGS Unit 15	II. 15,16,17, 18,31,32,33, 34	
2. Word relationships a. Synonyms	Recognize words of similar meanings and use the more appropriate in context.		LDU 156,164,181 BGS Units 22,23, 24,28,35	II. 19,20,22, 23	
b. Antonyms	Recognize and select words of opposite meanings.		LDU 157,170,182, 224 BGS Units 23,24	II. 21,22	
c. Homonyms	Use correct homonym in a sentence.		LDU see Index pgs. 321-322 "Usage" BGS Units 19,20	VI. 88	
d. Heteronyms	Be introduced to the concept of words that change in meaning with a change in pronunciation (e.g. re'cord, record')		BGS Units 21,22, 26		
3. Expanding words a. Affixes	Recognize that word meaning can change through		LDU 147,170,213, 224,226,230	II. 27,28,36, 37	

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GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	the addition of letter groups before or after the word.		BGS Units 31-33		
b. Root words	Identify the root, given a word with affixes.		LDU 58 BGS Units 31-33		
c. Compound words	Recognize and form a compound word.		LDU 174 BGS Units 9-11 LDU 213,223,230	II. 29 VI.84	
III. MECHANICS	The student will:				
A. Capitalization 1. First word a. Sentence	Capitalize first word of a sentence.		LDU 16,25,27,115, 139,146,166,179, 191,207,227,231, 237,248,257,269, 279 BGS Units 6,23	III. 2,9,10 VI. 38	
b. Poetry	Capitalize first word of a line in poetry.		LDU 281 BGS Unit 36		
c. Direct quote	Capitalize first word of a direct quote.		LDU 231,248,280		
d. Dialogue	Capitalize speaker's name and first word in dialogue.		LDU 254,266		

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GRADE 4

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Proper nouns	Capitalize the first letter of a proper noun.		LDU 18,26-35,41, 59,129,142,207, 217,227,246,257, 278,279. BGS Units 11,28		
3. Titles					
a. Respect	Capitalize first letter in titles of respect.		LDU 59,129,277		
b. Books, poems, stories	Capitalize the first, and all important words in titles of books, poems, and stories.		LDU 19,36,41,59, 166,207,217,246, 281 BGS Unit 33		
c. Reports, notices	Capitalize the first, and all important words in titles of reports and notices.		LDU 36,281		
4. Letter writing	Make all necessary capitalizations in the writing of a letter, and in addressing an envelope.		LDU 129,141,155, 166,257,281 BGS Unit 29		
5. Pronoun "I"	Capitalize the pronoun "I".		LDU 27,281		
6. Abbreviations	Capitalize the abbreviations of months, days, titles of respect and place names.		LDU 18,29,30,31, 33,41,59,149,155, 257,278-79,282 BGS Units 1-6,15-16,19-24,27-29,36		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
7. Initials	Capitalize all initials.		LDU 18,29,41,59, 129,277	III. 7	
8. Outlines	Capitalize first, and all important words in the title, and first word of main topics.		LDU 198,217,280		
B. Punctuation 1. Period a. Sentences	Use a period at the end of each declarative and imperative sentence.		LDU 16,25,62,66, 139,146,179,191, 207,227,236,257 BGS Units 1,3	III. 2,3,4,8, 9,10 VI.38,58	
b. Abbreviations and initials	Use a period after abbreviations and initials.		LDU 18,29,30-31, 33,41,59,149, 155,257,278-79, 282 BGS Units 1-36	III. 7	
c. Outlines and lists	Use a period after numerals and letters in lists and outlines.		LDU 198,282		
2. Comma a. Letter writing	Use a comma after the greeting of a friendly letter and after the closing of all letters.		LDU 129,166,257, 283 BGS Units 2,3,20,23,25	III. 6	
b. Dates	Place a comma between day and year.		LDU 129,132-134, 283 BGS Unit 20		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Address	Place a comma(s) between the names of cities, states, and countries.		LDU 129,132-134, 283 BGS Unit 29		
d. Names	Use a comma when last name is written first.		LDU 283		
e. Quotations	Use a comma to separate the quote from the rest of the sentence.		LDU 283 BGS Units 11,12	III. 1	
f. Series	Use a comma between words in a series.		LDU 231,245,283 BGS Units 15,22		
g. Direct address	Use a comma after a noun of direct address.		BGS Unit 31		
3. Question mark	Use a question mark at end of interrogative sentences.		LDU 16,25,62,66, 68,146,207,257, 269,284 BGS Units 2,14, 16		
4. Exclamation point	Use an exclamation point at the end of exclamatory sentences.		LDU 66,68,269, 284 BGS Unit 12		
5. Apostrophe a. Contractions	Use apostrophes in contractions.		LDU 63,75,87, 207,217,284 BGS Unit 13	III. 5	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Possessive nouns	Use an apostrophe to show possession.		LDU 19,38-39,42, 77 BGS Units 15, 19		
6. Quotation marks	Put quotation marks before and after the exact words of the speaker.		LDU 231,244-245, 248,284,310 BGS Units 11,12, 14	III. 1	
7. Colon					
a. Dialogue	When writing dialogue, put a colon after the name of each speaker.		LDU 254,266,285		
b. Business letter	Put a colon after the greeting in a business letter.		LDU 129,144,151, 285		
8. Hyphen	Use a hyphen to indicate syllabication and in certain compound words.				
9. Underlining	Underline all the words in the title of a book.		LDU 19,36,41,59, 207,217,246,281		
IV. SPELLING	The student will:				
	Use appropriate level of BGS		BGS for grade level or below		
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
1. Sentences a. Complete	Write complete sentences.		LDU 78,87,115, 146,227,237	V. 1-23	
b. Word order	Recognize the importance of and use correct word order.		LDU 63,78,118	-	
c. Run-on sentences	Avoid the use of and know how to correct run-on sentences.		LDU 139,179,191, 236	V. 9	
d. Word choice	Write sentences using words that will make the sentences more interesting and accurate.		LDU 74,123	V. 16,48	
e. Agreement of subject and predicate	Write sentences containing subjects and verbs in agreement.			V. 10	
f. Sentence expansion	Write sentences of increasing complexity through the addition of adjectives, adverbs, and phrases.		LDU 228	V. 18,19,23	
2. Paragraphs a. Indentation	Indent the first line of each paragraph.		LDU 118,271	V. 29-36,42, 43,44,45,46, 49 VI. 69	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Topic sentences	Write a topic sentence expressing the main idea of a paragraph.		LDU 109,111-112, 117,118,128,164, 228,271		
c. Paragraph unity	Write about only one topic in each paragraph.		LDU 114-115,186, 259		
d. Sequence	Write sentences in the proper order.		LDU 116-117	V. 29,31	
e. Supporting details	Write sentences which are in support of the topic sentence.				
f. Overused words	Avoid the overuse of repetitive connectors (and, then) and general words (said).		LDU 120,237,242		
g. Tense	Employ verb tense consistency.				
3. Outlines	Write an outline using main topics.		LDU 198,200,217		
4. Compositions.	Be introduced to the fundamentals of writing compositions of two paragraphs on a given topic.				
B. Organizing information 1. Note taking a. Oral presentations	Write dictated material.		BGS Units 1-36	V. 47	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Research	Take notes from written sources.		LDU 192-193,196, 198,204,235		
2. Reports a. Book reports	Write book reports including title, author, summary and reaction.		LDU 238 See also pgs. 40,60, 85,108,127,154, 180,211,229,247	V. 51	
b. Notices	Write notices using correct form and content.				
c. Topic reports	Write clear and concise reports on a given topic.		LDU 118,164,185, 186,204,228		
3. Proofreading	Proofread his written word for errors in spelling, capitalization, punctuation, form and content		LDU 205		
4. Answering questions	Answer in complete sentences where necessary.				
C. Creative writing 1. Stories	Compose original stories while adhering to the basic skills outlined in V.A.		LDU 7,15,74	V. 52 VI. 12, 13	
2. Poetry	Compose poems both with rhyme and without rhyme.		LDU 5,95,100,103	VI. 3,30,35, 79,86,87,89, 90,103,105	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Expressive language					
a. Idioms	Recognize and use in writing common expressions or idioms.		LDU 5,6,94,100, 101,102,104		
b. Alliteration	Recognize and use the repetition of a sound(s) when writing a poem.		LDU 96-98	VI. 104	
4. Plays	Contribute to the writing and performing of a short play.		LDU 251-252,254, 256,258	VI. 14,28	
D. Letter writing					
1. Form	Recognize and use the five basic parts of a letter: heading, greeting, body, closing, and signature.		LDU 131,133,134, 166,257,272		
2. Type					
a. Friendly	Compose a friendly letter.		LDU 129,131,132-135,138,155,166, 257,272 BGS Units 2,3,20,23,25		
b. Invitation	Write an invitation		LDU 148-149,166		
c. Thank-you	Write a thank-you note.		LDU 138-139		
d. Business	Compose a business letter.		LDU 134,144-146, 150-151,272	V. 50,53,54	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Envelopes	Address an envelope utilizing correct form.		LDU 140-141		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking 1. Mechanics a. Pronunciation and articulation	Correctly pronounce and clearly articulate his words.		LDU 6,49-50,93, 153,200,265	VI. 1-59	
b. Voice and body control	Employ voice and body control techniques such as: eye contact, volume, pitch, rate, movement, gesture, posture, etc.		LDU 90-91,200, 233-235,258,261		
c. Delivery aids	Utilize delivery aids in presentations where appropriate.				
2. Forms a. Greetings	Use correct language in greeting people.				
b. Introductions	Use correct technique in introducing people.		LDU 9		
c. Discussions	Display appropriate behavior in discussions and conversations.		LDU 112,120		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
d. Stories	Relate the details of a story in sequential order employing the skills from VI A. 1.		LDU 233-235		
e. Telephone converstaions	Employ telephone etiquette.		LDU 12-13		
f. Explanations	Give clear and concise explanations.				
g. Choral reading	Participate in choral readings.		LDU 92-93		
h. Messages	Deliver accurate messages.		LDU 12-13		
i. Acting	Participate in the performance of a skit, improvisation, or play.		LDU 258		
j. Oral reports	Present an oral report on a given topic utilizing the skills from VI A.1.		LDU 200-201,233-235		
3. Content					
a. Thought expression	Express a complete thought orally.				
b. Main idea	Recognize and use main idea and central theme.				
c. Word choice	Speak with clear, exact, and vivid language.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
d. Organization	Recognize and use patterns of organization.				
B. Listening 1. Aural comprehension					
a. Follow directions	Follow verbal instructions and directions.		SGL&S 2	VI. 60-108	
b. Specific information	Gain specific information by listening.		LDU 2,3,5,12-13		
c. Main idea	Listen for the main idea.				
d. Relationships	Listen for and understand relationships.				
2. Aural discrimination					
a. Rhymes	Identify the rhyming words in a poem.		LDU 89,94-95, 102		
b. Letter sounds	Identify all the individual and combined letter sounds.		LDU 49,153		
c. Environmental sounds	Identify a variety of sounds from the environment.		LDU 3,4,100,105		
d. Intonation	Recognize intonation patterns and their effect on meaning.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Listening for appreciation	Listen to a variety of oral presentations for enjoyment.		LDU 89,100-101, 102,105,106-107		
4. Listening behavior	Know and apply the basic rules of listening behavior.		LDU 3, 12-13		
5. Critical listening					
a. Interpretation	Determine the mood, tone and feeling imparted by an oral presentation.		LDU 90-91,92-93, 100-101,105		
b. Fact and opinion	Distinguish between fact and opinion.				
C. Non-verbal communication					
1. Pantomime	Act out and interpret simple ideas and situations in pantomime.		LDU 107, 215-216		
2. Body language	Interpret mood and/or feelings through attention to gestures, posture, and facial expressions.		LDU 215-216,218-219		
3. Signs and symbols	Interpret a variety of signs and symbols from the environment.		LDU 220-221 BGS Units 1-36		
VII. RELATED LANGUAGE SKILLS	The student will:				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
A. Using the dictionary					
1. Alphabetical order	Alphabetize through the fourth letter and beyond.		LDU 43,45,46-47 BGS Units 1,2,22	VII. 1-10	
2. Word meaning	Find the meaning of a given word using a dictionary.		LDU 56-57 BGS Units 7-36		
3. Syllabication and accent marks	Use the dictionary to determine the accent and syllabication of a given word..		LDU 50 BGS Units 9-11,14-36		
4. Guide words	Know how to use guide words in order to find a particular word.		LDU 48,61,169, 301		
5. Hyphenation	Determine the syllabication of a word in order to use a hyphen correctly		LDU 50 BGS Units 9-11,14-16, 21-36		
6. Diacritical marks	Interpret the meaning and/or sound of various diacritical marks.		LDU 50,52-55 BGS Units 1-36		
7. Respellings	Read a word based on its phonetic spelling.		LDU 54-55		
8. Irregular plurals	Use a dictionary to find the spelling of irregular plurals.		BGS Units 12,16		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
9. Pronunciation key	Exhibit knowledge in the use of the pronunciation key.		LDU 52-53 BGS Units 1-7,9,14-15		
10. Synonyms	Use a dictionary to find synonyms for a given word		LDU 56 BGS Units 7-36		
B. Using the library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU	VI. 107	
VIII. HANDWRITING SKILLS	The student will:				
	Refer to appropriate level of Palmer.		See Palmer Method Grade 4		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns a. Common and proper	Distinguish between common and proper nouns.		LDU 78,84,85,98, 317,348 BGS Units 5,28,32	I 5-8,25	
b. Singular and plural	Identify and use singular and plural nouns and correctly change singular nouns to plural.		LDU 92,93,96,99, 140,318,348,349 BGS Units 8,11, 17,18,25,27,32, 35,36		
c. Possessives	Employ the rules for forming all singular and plural possessives.		LDU 79,95,96,99, 140,317,319,349 BGS Units 32,33		
d. Determiners	Identify the noun signals or determiners and the nouns they point out in a sentence.		LDU 79,86,98	I. 6,14,27	
2. Verbs a. Action	Identify and use action verbs.		LDU 147-167,319, 336,338-340,354 BGS Units 4-6,9, 17-19,23,27-33	I. 16,17,18, 29,31,32	
b. Being	Identify and use verbs of being.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Main and helping	Identify verbs of more than one word distinguishing between the main verb and the helping verbs.		LDU 153-155,159, 319,320,338-340, 354,355		
d. Verb tense (form)	Know the three main verb tenses and how to form the tenses of regular verbs.		LDU 14,15,17,22, 23,123,149,159, 338-340 BGS Units 9,11,23,24	I. 31,32,33	
e. Irregular verbs	Identify and write the tense forms of common irregular verbs.		LDU 338-340 see also Index 373,374 "Usage" BGS Unit 9		
f. Contractions	Identify and form contractions from a given pair of words.		LDU 115,145,162, 167		
g. Separated verbs	Identify any of the words that might separate the main verb and the helping verbs.		LDU 154,166		
3. Adjectives a. Descriptive and limiting	Identify and use descriptive and limiting adjectives.		LDU 267-270,272, 273,288,322,362 BGS Units 7-9,17, 23,27,28,30,32, 33	I. 19,20,21, 23,28	
b. Position	Relocate an adjective in a sentence.		LDU 269		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Comparisons	Identify and write adjectives and their two comparative forms.		BGS Unit 17		
d. Pronoun modifiers	Identify and use adjectives that modify pronouns.		LDU 270		
e. Demonstrative	Identify demonstrative adjectives as adjectives that answer the question, "Which one?"		LDU 264,272-275, 288,322,323,362		
4. Pronouns					
a. Subject	Identify the pronouns that are used as the subject or as part of the subject in a sentence.		LDU 190,195-198, 212,358		
b. Object	Identify the pronouns that are used as the objects of action verbs or as the objects of prepositions.		LDU 190,199,201, 212,321,358		
c. Possessive	Identify possessive pronouns and use them in place of possessive nouns.		LDU 191,206,207, 213,322,359		
d. Ending in "-self", "-selves"	Recognize and use the appropriate form of those pronouns ending in "-self" or "-selves".		LDU 209,331		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
5. Adverbs a. Modifying verbs	Identify adverbs as words that modify verbs by telling how, when, or where.		LDU 265,276,289, 323,363 BGS Units 12,35	I. 22,23 VI. 99	
b. Making adverbs	Change certain adjectives into adverbs by the addition of "-ly".		LDU 265,279,289, 323,363		
6. Prepositions	Be introduced to the concept of prepositions as words that are used to relate nouns or pronouns to other words in the sentence.		LDU 201 BGS Units 5,21		
B. The Sentence 1. Kinds of sentences a. Declarative	Recognize declarative sentences as sentences that make statements.		LDU 24,32,47, 314,344		
b. Interrogative	Recognize interrogative sentences as sentences that ask questions.		Ibid.		
c. Imperative	Recognize imperative sentences as sentences that give commands.		Ibid		
d. Exclamatory	Recognize exclamatory sentences as sentences that show strong feeling.		Ibid		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Complete and incomplete	Distinguish between complete and incomplete sentences.		LDU 24,27-29,47, 344		
3. Basic parts					
a. Subject	Recognize the subject of a sentence.		LDU 25,36,40,41, 48,115,150,315, 319,345	I. 29,30 VI. 45,46,49	
b. Predicate	Recognize the predicate of a sentence.		LDU 25,36,42,47, 48,147,148,314, 315		
4. Inverted order	Identify the subject and predicate of a sentence in which the predicate is placed first.		LDU 37		
5. Understood subject	Recognize that in a command or request, the subject of the sentence is the understood subject "you".		LDU 44		
C. Sentence patterns	Be exposed to the various types of sentence patterns in LDU at this level.		LDU 38,89,155, 160,203,210,278, 284-285	I. 1,2,3,4,18 24	
II. LINGUISTIC TOPICS	The student will:				
A. History of language					
1. Word origins	Be aware that the words in our language have been		LDU 13,31,73, 180 BGS Units	II. 4-8,10,13, 25,26	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	derived from other languages, and be introduced to the concept that new words are continually developed to meet new situations.		1-36		
2. Name origins	Be aware of the origins of many of our names for people and places.		LDU 13,31,56,73, 90,91,107,135, 156,180,208,227, 253,283,297		
B. Usage					
1. Appropriateness and form in social situations	Distinguish between formal and informal language and identify suitable situations for each.		LDU 3,5,6-8,10, 22,342	II.1,2,3,9 VI. 106	
2. Appropriate grammatical usage	Use appropriate grammatical constructs in given situations.		See Index p.374		
3. Colloquial expressions	Develop an awareness of suitable situations for the use of colloquial expressions.		BGS Units 7,14, 31	II. 10-12,14,19, 35	
4. Slang	Develop an awareness of suitable situations for the use of slang.			II. 24	
C. Developing vocabulary					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
1. Using context clues	Determine word meanings using context clues.		BGS Units 4,8-10, 16,20-36	II. 15-18,31-34	
2. Word relationships					
a. Synonyms	Recognize words of similar meanings and use the more appropriate in context.		LDU 181,182 BGS Units 1-36	II. 19,20,22,23	
b. Antonyms	Recognize and select words of opposite meanings.		BGS Units 1-36	II. 21,22	
c. Homonyms	Know the commonly used homonyms and use the correct homonym in context.		LDU 45,331,336-338 BGS Units 9,10	VI. 88	
d. Heteronyms	Recognize and know the proper use of words that change in meaning with a change in pronunciation.		BGS Units 7,11, 14,21-24,31		
3. Expanding words					
a. Affixes	Recognize that word meaning can change through the addition of letter groups before or after the word.		BGS Units 27-33	II. 27,28,36, 37	
b. Root words	Identify the root word given a word with affixes.		BGS Units 27-33		
c. Prefixes	Know the meaning of some commonly used prefixes.		BGS Units 27-33		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
d. Suffixes	Distinguish between noun suffixes and adjective suffixes.		BGS Units 27-33		
e. Compound words	Recognize the parts of a compound word.		BGS Units 12-14	II. 29 VI. 84	
III. MECHANICS	The student will:				
A. Capitalization					
1. First word					
a. Sentence	Capitalize first word of a sentence.		LDU 30,32,33,47, 325 BGS Units 5,18	III. 2,9,10 VI. 38	
b. Poetry	Capitalize first word of a line in poetry.				
c. Direct quote	Capitalize first word of a direct quote.		LDU 112,113,325		
d. Dialogue	Capitalize speaker's name and the first word in dialogue.				
2. Proper nouns	Capitalize the first letter of a proper noun.		LDU 84,317,324, 325,348 BGS Units 7-11,13,17		
3. Titles					
a. Respect	Capitalize the first letter in titles of respect.		LDU 324 BGS Units 1-36, see Units 5,28,32		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Books, poems, stories	Capitalize the first, last, and all important words in titles of books, poems, and stories.		LDU 74,325		
c. Reports, notices	Capitalize the first, last, and all important words in titles of reports and notices.		LDU 74,75,214, 217-219,240,325, 360		
4. Letter writing	Make all necessary capitalizations in the writing of a letter, and in addressing an envelope.		LDU 223-224,235, 325		
5. Pronoun "I"	Capitalize the pronoun "I".		LDU 325		
6. Abbreviations	Capitalize the abbreviations for titles of respect and months of the year.		LDU 324 BGS Units 1-36 see Units 5,28,32		
7. Initials	Capitalize all initials.		LDU 324	III. 7	
8, Outlines	Capitalize the first word and important words in the title and begin the first word in each topic and subtopic with a capital letter.		LDU 119,131,143, 325		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
9. Announcements	Begin the first word and all the important words in the title with a capital letter.		LDU 214,217-219, 240,360		
B. Punctuation 1. Period a. Sentences	Use a period at the end of each declarative and imperative sentence.		LDU 327	III. 2,3,4,8, 9,10 VI. 38,58	
b. Abbreviations and initials	Use a period after abbreviations and initials.		LDU 215,225,240, 327,361		
c. Outlines and lists	Use a period after numerals and letters in lists.		LDU 119,131,143, 327		
2. Comma a. Letter writing	Use a comma after the greeting of a friendly letter, and after the closing of all letters.		LDU 223,224,326 BGS Units 14,18, 27	III. 6	
b. Dates	Use a comma to separate the day from the year.		LDU 214,221,240, 326,360 BGS Unit 27		
c. Address	Use a comma to separate the name of a city from the name of a state.		LDU 74,326 BGS Unit 27		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
d. Names	Use a comma to separate first and last name when last name is written first.				
e. Quotations	Use a comma to separate a quotation from the rest of a sentence.		LDU 112,113 BGS Units 7-9, 16,28	III. 1	
f. Series	Use a comma to separate words in a series.		LDU 214,221,240, 241,326, 360 BGS Units 19,20		
g. Direct address	Use a comma to separate words of direct address.		LDU 215,229,241, 326 BGS Units 19,20		
h. Sentence meaning	Use a comma to make a sentence meaning clear.		LDU 215,221,228, 241,326		
3. Question mark	Use a question mark in interrogative sentences.		LDU 24,32,47,112, 113,314,327,328, 344 BGS Unit 1		
4. Exclamation point a. Exclamatory sentence	Use an exclamation point after an exclamatory sentence.		LDU 32,33,112, 113,327 BGS Units 4,16		
b. Interjection	Use an exclamation point to show strong feeling.				
5. Apostrophe					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
a. Contractions	Use an apostrophe in contractions.		LDU 162,326	III. 5	
b. Possessive nouns	Use an apostrophe to show possession.		LDU 79,95,96,99, 317,319,326,349 BGS Unit 33		
6. Quotation marks	Place quotation marks before and after quoted words or sentences.		LDU 112,328 BGS Units 7-9,16 28	III. 1	
7. Colon					
a. Business letters	Use a colon after the greeting of a business letter.		LDU 235,326 BGS Unit 27		
b. Lists	Use a colon prior to a list or series.				
c. Dialogue	Use a colon after the speaker's name in a dialogue.				
8. Hyphen	Use a hyphen to indicate syllabication, and in certain compound words.		LDU 185,327 BGS Unit 21		
9. Underlining	Underline all the words in the title of a book.		LDU 74-75		
IV. SPELLING	The student will:				
	Use the appropriate level of BGS.		BGS at grade level or below		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences a. Complete	Write complete sentences.		LDU 28-29	V. 1-23	
b. Word order	Write sentences using regular and varied word order.				
c. Run-on sentences	Avoid the use of and know how to correct run-on sentences.		LDU 24,30,47,220	V. 9	
d. Word choice	Write sentences using words that will make the sentences more interesting and accurate.			V. 16,48	
e. Agreement of subject and predicate	Write sentences containing subjects and verbs in agreement.			V. 10	
f. Sentence expansion	Write sentences of increasing complexity through the addition of adjectives, adverbs, and phrases.		LDU 89,155,160, 203,210,278,284-285	V. 18,19,23	
2. Paragraphs a. Indentation	Indent the first line of each paragraph.			V. 29-36,42-45, 49 VI. 69	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Topic sentences	Write a topic sentence expressing the main idea of a paragraph.		LDU 105,108,161		
c. Paragraph unity	Write about only one topic in each paragraph.		LDU 110,316		
d. Sequence	Write sentences in the proper order.		V. 29,31		
e. Supporting details	Write sentences which are in support of the topic sentence.		Ibid		
f. Overused words	Avoid the overuse of repetitive connectors (and, then) and general words (said).				
g. Tense	Employ verb tense consistency.				
h. Sentence patterns	Use a variety of sentence patterns.		LDU 38,89,155,160, 203,210,278,284-285		
3. Types of paragraphs a. Descriptions	Write descriptive paragraphs.		LDU 29,43,88,148, 249		
b. Explanations	Write explanatory paragraphs.		LDU 60,161		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Narratives	Write narrative paragraphs.		LDU 300		
4. Outlines	Write an outline using main topics and subtopics where appropriate.		LDU 119,130-131, 136-137,143,158, 325,353		
5. Compositions a. Titles	Write titles for compositions.			VI. 7	
b. Mechanics	Write compositions that follow the basic rules of punctuation and capitalization. cf. V. A.		cf. III. A and III. B.		
c. Form	Write compositions that include an introduction, a body, and a conclusion.				
B. Organizing information 1. Note taking a. Oral presentations	Write dictated material.		LDU 113 BGS Units 1-36	V. 47	
b. Research	Take notes from written sources.		LDU 124-126		
c. Interviews	Prepare and conduct an interview.		LDU 128-129	VI. 31	
2. Reports a. Book reports	Write a book report including title, author, summary and reaction.		LDU 60-74-75 see also: 46,61, 76,97,116,141,165,		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
			187,211,239,263 287		
b. Notices	Write a notice using correct form and content.		LDU 217-219		
c. Topic reports	Write a clear and concise report on a given topic utilizing the skills from V.A.		LDU 136-137		
d. News reports	Write a news report or news article on a current event.		LDU 124-126		
e. Research report	Write a report utilizing a variety of references and resources for information.		LDU 121,122,136-137		
3. Bibliography	Make a "book list" using the proper form and punctuation.		LDU 63,75,77,347		
4. Proofreading	Proofread his written work for spelling, capitalization, punctuation, form, and content errors.		BGS all units		
5. Answering questions	Answer a question with a complete sentence where necessary.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Creative writing 1. Stories a. Descriptions	Write a story that contains at least one descriptive paragraph.		LDU 29,43,67,88, 148,294	V. 52 VI. 12, 13	
b. Narrative	Write a narrative in sequential order.		LDU 300		
c. Plot	Write a short story.		LDU 67,72,270, 309		
2. Poetry a. Rhyme	Write poems with a variety of rhyme patterns.		LDU 250-252	VI. 3,30,35,79, 86,87,89,90, 103,105	
b. Narrative poems	Write a poem that tells a story or convert a narrative poem into a story.		LDU 254-255		
c. Mood	Write a poem that expresses a certain mood or feeling.		LDU 256-257		
3. Expressive language a. Idioms	Recognize and use common expressions in writing.				
b. Alliteration	Recognize and use repetitions of sounds when writing a poem.		LDU 258-261,281	VI. 104	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Simile	Recognize and use similes in writing.		Ibid		
d. Metaphor	Recognize and use metaphors in writing.		Ibid		
4. Conversation	Write stories that contain conversation.		LDU 181,290,304, 311,364		
D. Letter writing 1. Form	Use the five basic parts of a letter (heading, greeting, body, closing, and signature) with the proper format.		LDU 223,234,316		
2. Type a. Friendly	Compose a friendly letter		LDU 224		
b. Invitation	Write an invitation.		LDU 233		
c. Thank you	Write a thank you note.				
d. Business	Write a business letter.		LDU 235	V. 50,53,54	
3. Envelopes	Know and use the proper format for addressing envelopes.		LDU 226		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
1. Mechanics a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 11,12,183, 184	VI. 1-59	
b. Voice and body control	Employ a variety of voice and body control techniques such as eye contact, volume, pitch, and rate control; correct posture and movement; and use of proper gestures.		LDU 11,12		
c. Delivery aids	Utilize visual aids where they are appropriate.		Ibid		
2. Forms a. Greetings	Use correct language in greeting people.		LDU 2,6,8,22, 342		
b. Introductions	Use correct techniques in introducing people.		Ibid		
c. Discussions	Display appropriate behavior in discussions and conversations.		LDU 2,5,6,21,22, 87,202,342		
d. Stories	Relate the details of a story in sequential order		LDU 65-66,70-72, 81,298,299,302, 303		
e. Telephone conversations	Employ telephone etiquette.		LDU 3,16,343		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
f. Explanations	Give clear and concise explanations.				
g. Choral reading	Participate in choral readings.		LDU 248-249		
h. Messages	Deliver accurate messages.				
i. Acting	Participate in the performance of a skit, dramatization or role play.				
j. Oral reports	Present an oral report on a given topic utilizing the skills from VI.A.1.		LDU 59,125,132-133		
3. Content a. Thought expression	Express a complete thought orally.				
b. Main idea	Recognize and use main idea and central theme.				
c. Word choice	Speak with clear, exact, and vivid language.				
d. Organization	Recognize and use patterns of organization.				
B. Listening 1. Aural comprehension					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
a. Follow directions	Follow verbal instructions and directions.		LDU 18	VI. 60-108	
b. Specific information	Gain specific information by listening.		LDU 19,20,132-133		
c. Main idea	Listen for the main idea.				
d. Relationships	Listen for and understand relationships.				
2. Aural discrimination					
a. Rhymes	Identify the rhyming words in a poem.				
b. Letter sounds	Identify all the individual and combined letter sounds.		LDU 134		
c. Environmental sounds	Identify a variety of sounds from the environment.				
d. Dialects	Identify some of the different sounds from other dialects.				
e. Intonation	Recognize intonation patterns and their effect on meaning.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Listening for appreciation	Listen to a variety of oral presentations for enjoyment.		LDU 19,243-245, 261		
4. Listening behavior	Know and apply the basic rules of listening behavior.		LDU 5,6,18		
5. Critical listening a. Interpretation	Determine the mood, tone, and feeling imparted by an oral presentation.				
b. Fact and opinion	Distinguish between fact and opinion.				
c. Supporting material	Listen for and evaluate supporting material.				
d. Conclusions	Listen for and evaluate conclusions.				
C. Non-verbal communication 1. Pantomime	Act out and interpret simple ideas and situations in pantomime.				
2. Body language	Interpret mood and/or feelings through attention to gestures, posture, and facial expressions.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Signs and symbols	Interpret a variety of signs and symbols from the environment.		BGS Units 1-36		
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Dictionary 1. Alphabetical order	Alphabetize any words.		LDU 168,178-179, 188,356 BGS Units 1,3	VII. 1-10	
2. Word meaning	Find the meaning of a given word using a dictionary.		LDU 169,181-182, 189,357 BGS Units 1-5,7,12, 21		
3. Syllabication and accent marks	Use the dictionary to determine the accent and syllabication of a given word.		LDU 169,185-186, 189,357 BGS Units 12-36		
4. Guide words	Know how to use guide words in order to find a particular word.		LDU 169,179,189, 357		
5. Hyphenation	Determine the syllabication of a word in order to use a hyphen correctly.		LDU 169,185-186, 189,327,357 BGS Units 12-36		
6. Diacritical marks	Interpret the meaning and/or sounds of various diacritical marks.		BGS Units 1-36 LDU 169,184-185, 189,357		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
7. Respellings	Read or say a word based on its phonetic spelling.		LDU 169,183-184, 189,357 BGS Units 1-36		
8. Irregular plurals	Use a dictionary to find the spelling of irregular plurals.		LDU 93 BGS Units 18,25		
9. Pronunciation key	Know how to use the pronunciation key.		LDU 184 BGS Units 1-36		
10. Synonyms	Use a dictionary to find synonyms.		LDU 181-182		
B. Library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU	VI. 107	
VIII. HANDWRITING	The student will:				
	Refer to Palmer.		See Palmer Method Grade 5		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns a. Common and proper	Identify and use common and proper nouns.		LDU 91,100-101, 106,123,320,70, 329-330	I. 5,6,7,8,25	
b. Singular and plural	Identify and use singular and plural nouns, and correctly change singular nouns to plural.		LDU 91,102-103, 104,106,123,202		
c. Possessive	Identify and use possessive nouns.		LDU 91,104,106, 123,303,322		
d. Determiners	Identify the noun signals or determiners and the nouns they point out in a sentence.		LDU 96-97,196-199	I. 6,14,27	
2. Verbs a. Action	Identify and use action verbs.		LDU 130,134,135	I. 16,17,18, 29,31,32	
b. Being	Identify and use being verbs.		LDU 142,151,166, 185		
c. Main and helping	Identify and use main and helping verbs.		LDU 138-139,142, 185,196		
d. Object	Identify and use pronouns as object of the verb.		LDU 190		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
e. Position	Recognize the position of the verb in a sentence.		LDU 138-139		
f. Tense (form)	Identify and use regular and irregular verbs in three main tenses.		LDU 131,143,146-147,152,323,340,341,355 SG Lang. 21	I. 31,32,33	
3. Adjectives a. Descriptive and limiting	Identify and use descriptive and limiting adjectives.		LDU 220,224,225,232,241,244,245	I. 19,20,21,23, 28	
b. Degrees of comparison	Correctly form the degrees of comparison for adjectives.		LDU 220,228-230,244,263		
c. Proper	Identify and use adjectives.		LDU 220,233		
d. Demonstrative	Identify and use demonstrative adjectives.		LDU 232,233	I. 22,23 V. 99	
4. Pronouns a. Singular and plural	Identify and use singular and plural pronouns.		LDU 177,179,180-181,198	I. 9-15	
b. Possessive	Identify and use possessive pronouns.		LDU 177,182,183,198		
c. Questions	Identify and use pronouns as subjects in questions.		LDU 187		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
d. Object pronouns	Identify and use pronouns as objects after action verbs.		LDU 190		
e. Subjects	Identify and use pronouns as subjects.		LDU 186		
f. Objects of prepositions	Identify and use pronouns as objects of prepositions.		LDU 193-195		
5. Adverbs					
a. With -ly and without -ly	Identify and use adverbs with and without -ly endings.		LDU 221,234,235, 245		
b. Modifying verbs	Identify and use adverbs modifying verbs.		LDU 234		
c. Modifying adjectives	Identify and use adverbs modifying adjectives.		LDU 234,235,241, 245		
d. Modifying adverbs	Identify and use adverbs modifying other adverbs.		LDU 234,235,241, 245		
e. Degrees of comparison	Correctly form the degrees of comparison of adverbs.		LDU 221,238,239, 245,263		
6. Prepositions					
a. Sentences	Identify, define, and use prepositions in sentences.		LDU 272,275,276, 293		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Phrases	Identify prepositional phrases in sentences and indicate the word modified by the phrase.		LDU 272,277,278, 293		
7. Conjunctions	Identify, define, and use conjunctions as words that connect words, phrases, and sentences.		LDU 284,285,286, 287,288,289		
8. Interjections	Identify, define, and use interjections as words that express feeling.		LDU 199,210,219		
B. The Sentence 1. Kinds a. Declarative	Identify and use declarative sentences		LDU 21,22,34,35, 36,37,45,65		
b. Interrogative	Identify and use interrogative sentences.				
c. Imperative	Identify and use imperative sentences.				
d. Exclamatory	Identify and use exclamatory sentences.				
C. Sentence patterns	Be exposed to the various types of sentence patterns in LDU at this level.		LDU 31-32,99,136, 142,196,237,242, 281	I. 1,2,3,4,18, 24	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
II. LINGUISTIC TOPICS	The student will:				
A. History of our language 1. Word origins	Develop an awareness that English comes from other languages.		LDU 12-13,29,55, 84,95,117,184, 203,231,259 BGS "The Story of Our Language" all units	II. 4-8,10,13, 25,26	
2. Language development	Develop an awareness of the growth and evolution of modern English.				
B. Usage 1. Appropriateness and form in social situations	Distinguish between formal and informal language and identify suitable situations for each.				
2. Appropriate grammatical usage	Use appropriate grammatical constructs in given situations.		See Index p.374	II. 10-12,14, 19,35	
3. Colloquial expressions	Develop an awareness of suitable situations for the use of colloquial expressions.				
4. Slang	Develop an awareness of suitable situations for the use of slang.			II. 24	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Developing vocabulary					
1. Meaning from context	Use context clues to understand meanings of words.		LDU 68-69		
2. Word relationships	Expand word choice by using synonyms, antonyms, homonyms and heteronyms.		LDU 135,149,253, 255,256,257, 30, 71,339,342,344 cf. BGS	II. 19-23 VI. 88	
3. Expanding words	Define and use prefixes, suffixes, and roots.		LDU 47,56-58,68-69,73,203,231, 279,351 cf BGS Units 14, 15,35	II. 27,28,29, 36,37	
III. MECHANICS	The student will:				
A. Capitalization					
1. First word					
a. Sentence	Capitalize the first word of a sentence.		LDU 18,39-41,45, 65,145,260-261, 329	III. 2,9,10 VI. 38	
b. Poetry	Capitalize the first word in a line of poetry.				
c. Direct quote	Capitalize the first word of quotations.				
d. Dialogue	Capitalize the speaker's name and first word in a dialogue.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Proper nouns and proper adjectives	Capitalize proper nouns and proper adjectives.		LDU 41,100-101, 106,168,233,261, 312,314,320,329, 330		
3. Titles	Capitalize the titles of books, stories, poems, and articles.		LDU 121,129,145, 330		
4. Letter writing	Use capitals in letter writing when appropriate.		LDU 206,207,217, 329		
5. Abbreviations	Use capitals in abbreviations.		LDU 52-55,70,111, 112,207,329,330		
6. Outlines	Use capitals in outlines.		LDU 107,124,129, 314	III 2,3,4,8,9 10 VI. 38,58	
B. Punctuation					
1. Periods					
a. Sentences	Use periods after declarative and imperative sentences.		LDU 21,333		
b. Abbreviations and initials	Use periods after abbreviations and initials.		LDU 333		
c. Outlines and lists	Use periods after numerals and letters in outlines and lists.		LDU 124,333		
2. Commas					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
a. Letter writing	Use commas after greeting and closing in letters.		LDU 199,206-207, 217,219,331	III. 6	
b. Dates	Use commas in a date.				
c. Address	Use commas between city, state, and/or country.				
d. Names	Use commas when writing last name first.		LDU 331-332		
e. Quotations	Use commas in quotations.		LDU 153,165-166, 176,332,356	III. 1	
f. Series	Use commas to separate words in a series.		LDU 273,289,304, 332,394		
g. Direct address	Use commas to separate words in direct address.		LDU 36,261,331		
h. Sentence meaning	Use commas to make sentence meaning clear.		LDU 247,271,362		
i. Compound sentences	Use commas between parts of a compound sentence.		LDU 273,285-286, 294,332		
j. Interjections	Use commas with mild interjections.		LDU 199,210-211, 219,332		
3. Question mark	Use the question mark after an interrogative sentence.		LDU 21,333		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
4. Exclamation point					
a. Exclamatory sentence	Use the exclamation point after an exclamatory sentence.				
b. Interjection	Use the exclamation point after an interjection.		LDU 333		
5. Apostrophe					
a. Contractions	Use the apostrophe in contractions.		LDU 140,331	III. 5	
b. Possessive nouns	Use the apostrophe to show possession.		LDU 91,104,322, 331		
6. Quotation marks					
a. Conversation and quotations	Use quotation marks before and after quoted words and sentences.		LDU 165,334	III. 1	
b. Titles	Use quotation marks for titles of stories, poems, articles.		LDU 333		
7. Colon					
a. Business letters	Use the colon after the salutation in a letter.		LDU 199,215,217, 219,314,331		
b. Lists	Use the colon to introduce a list.				
c. Time notation	Use the colon when writing time notation.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
8. Hyphen	Use the hyphen to indicate syllabication and in certain compound words.		LDU 63,333		
9. Italics and underlining	Recognize that italics or underlining are used for titles of books, magazines, and newspapers.		LDU 164,334		
IV. SPELLING	The student will:				
	Use the appropriate level of BGS.		BGS Kottmeyer at grade level or below		
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences a. Complete	Write in complete sentences.		LDU 18,39,40,41, 65,145	V. 1-23	
b. Word order	Write sentences using regular and varied word order.		LDU 32		
c. Run-ons	Avoid the use of and correct run-on sentences.		LDU 40,41,145, 162	V. 9	
d. Word choice	Write sentences using words that make writing more interesting and accurate.		Index p. 492	V. 16,48	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
e. Agreement of subject and predicate.	Write sentences containing subjects and verbs in agreement.		LDU 273,290,294, 301,314,342,364, 365.	V. 10	
f. Sentence expansion	Write increasingly complex sentences adding adjectives, adverbs and phrases.			V. 18,19,23 VI. 45	
2. Paragraphs					
a. Indentation	Indent the first line in a paragraph.		LDU 43	V. 29-36,42,43, 44,45,46,49 VI. 69	
b. Topic sentence	Write a topic sentence expressing the main idea of a paragraph.		LDU 42		
c. Unity	Write about only one topic in each paragraph.		LDU 42-43,318-319		
d. Sequence	Write sentences in the proper order.			V. 29,31	
e. Supporting details	Write sentences which are in support of the topic sentence.		LDU 42,43		
f. Overused words	Avoid the overuse of repetitive connectors (and/then) and general words (said).		LDU 162		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
g. Tense	Employ verb tense consistency.				
h. Sentence patterns	Use a variety of sentence patterns.		LDU 31-32,99,136, 142,196,237,242, 281		
3. Types of paragraphs					
a. Descriptions	Write descriptive paragraphs.		LDU 98,149,240, 250,253,256,257		
b. Explanations	Write explanatory paragraphs.				
c. Narratives	Write narrative paragraphs.		LDU 191		
4. Outlines	Write an outline using main topics and subtopics where appropriate.		LDU 124-126,129, 160,170		
5. Compositions					
a. Titles	Write titles for compositions.			VI. 70	
b. Mechanics	Write compositions that follow the basic rules of capitalization and punctuation. cf. V.A.				
c. Form	Write compositions including introduction, body and conclusion.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Organizing information					
1. Notetaking					
a. Oral presentations	Be able to organize information by taking notes on oral material.		LDU 7,50-51,202	V. 47	
b. Research	Be able to organize information by taking notes on written material.		LDU 51,122,124		
c. Interviews	Prepare and conduct an interview.		LDU 111-113	VI. 31	
2. Reports	Develop and write both the outline for a report and the report. cf. V.A.			V. 51	
3. Bibliography	Make a bibliography using proper form and punctuation.		LDU 107,121,129, 353		
4. Proofreading	Proofread written work for spelling, capitalization, punctuation, form, and content errors.		LDU 169		
5. Answering questions					
a. Labelling answers	Label all answers correctly.				
b. Essay questions	Appropriately answer essay questions by restating the question, using		LDU 53		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	supporting details, and writing a concluding sentence restating the topic.				
C. Creative writing 1. Stories	Write both fiction and non-fiction stories.		LDU 98,149,191, 240,247,249,250, 253,256,257,264, 267,271,362,113	V. 52 VI. 12,13	
2. Poetry a. Rhyme	Write poems with a variety of rhyme patterns.		LDU 75-80,83,85, 88	VI. 3,30,35, 79,86,87,89, 90,103,105	
b. Narrative poems	Write a poem that tells a story or convert a narrative poem into a story.				
c. Mood	Write a poem that expresses a certain mood or feeling.				
3. Expressive language a. Idioms	Recognize and use some common expressions in writing.				
b. Alliteration	Recognize and use repetition of sounds when writing a poem.			VI. 104	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Simile	Recognize and use similes in writing.				
d. Metaphors	Recognize and use metaphors in writing.		LDU 78		
4. Conversation	Write stories that contain conversation.		LDU 246,260-262, 270,362		
D. Letter writing					
1. Friendly letters	Write friendly letters.		LDU 199,201-202, 211-214,219,358		
2. Business letters	Write business letters.		LDU 215-216	V. 50,53,54	
3. Envelopes	Know and use the proper format for addressing envelopes.		LDU 217		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking					
1. Mechanics					
a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 14,38,171-172, 254	VI. 1-59	
b. Voice and body control	Employ a variety of voice and body control techniques such as eye contact, volume, pitch, and rate control; correct posture and movement; and use of proper gestures.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Delivery aids	Use delivery aids where they are appropriate.				
2. Forms a. Oral reports	Give an oral report that contains a title, introduction, body, and conclusion.				
b. Interviews	Conduct an interview.				
c. Acting	Participate in skits, dramatizations, or role playing.				
d. Speeches	Present a variety of speeches including instruction, demonstration, and persuasion.				
3. Content a. Thought expression	Express a complete thought orally.				
b. Main idea	Recognize and use main idea and central theme.				
c. Word choice	Speak with clear, exact, and vivid language.				
d. Organization	Recognize and use patterns of organization.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Listening					
1. Aural comprehension					
a. Follow directions	Follow verbal directions.			VI. 60-108	
b. Specific information	Gain specific information by listening.				
c. Main idea	Listen for the main idea.				
d. Relationships	Listen for and understand relationships.				
2. Auditory discrimination					
a. Rhymes	Identify the rhyming words in a poem.				
b. Letter sounds	Identify all the individual and combined letter sounds.				
c. Environmental sounds	Identify a variety of sounds from the environment.				
d. Dialects	Identify some of the different sounds from dialects.				
e. Intonation	Recognize intonation patterns and their effects on meaning.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Listening for appreciation	Listen to a variety of oral presentations for enjoyment.				
4. Critical listening					
a. Interpretation	Determine the mood, tone, and feeling imparted by an oral presentation.				
b. Fact and opinion	Distinguish between fact and opinion.				
c. Supporting material	Listen for and evaluate supporting material.				
d. Conclusions	Listen for and evaluate conclusions.				
e. Propaganda techniques	Recognize various propaganda techniques including bandwagon, testimonial, glittering-generalities, name calling, transfer, repetition, card stacking, and emotionally charged words.			VI. 10,73,74,75,76,108	
C. Non-verbal communication					
1. Pantomime	Act out and interpret simple ideas and situations in pantomime.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Body language	Interpret mood and/or feelings through attention to gestures, posture and facial expressions.				
3. Signs and symbols	Interpret a variety of signs and symbols from the environment.				
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Dictionary 1. Word meaning	Find the meaning of a given word in the dictionary.		LDU 54,62,66,68	VII. 1-10	
2. Syllabication and accent marks	Use the dictionary to determine the accent and syllabication of a given word.		LDU 62		
3. Guide words	Know how to use guide words in order to find a particular word.		LDU 60,61,69		
4. Hyphenation	Determine the syllabication of a word in order to use a hyphen correctly		LDU 62		
5. Diacritical marks	Interpret the meaning and/or sounds of various diacritical marks.		LDU 62,64-65		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
6. Respellings	Read or say a word based on its phonetic spelling.		LDU 62		
7. Irregular plurals	Use a dictionary to find the spelling of irregular plurals.		LDU 62		
8. Pronunciation key	Know how to use the pronunciation key.		LDU 64		
9. Synonyms	Use a dictionary to find synonyms				
10. Abbreviations	Use the dictionary to find abbreviations of common words.				
B. Using the library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU	VI. 107	
VIII. HANDWRITING	The student will:				
	Refer to Palmer.		See Palmer Method Grade 6		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns					
a. Common and proper	Identify and use common and proper nouns.		LDU 72,79,80,81	I. 16,20,21,22 23	
b. Singular and plural	Identify and use singular and plural nouns and correctly change singular to plural.		LDU 82,83,95 BGS Units 9,29		
c. Possessive	Identify and use possessive nouns.		LDU 84		
d. Determiners	Identify and use determiners.				
e. Direct address	Identify and use nouns in direct address.		LDU 420		
f. Concrete and abstract	Identify and use concrete and abstract nouns.		LDU 76,94		
g. Appositives	Identify and use appositive nouns.		LDU 73,90,95		
2. Verbs a. Action	Identify and use action verbs.		LDU 14,24-27	I. 10,11,16, 20,21,22,23	
b. Being	Identify and use being verbs.		LDU 37,89,91,131 133		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Main	Identify and use main verbs		LDU 138,190,191 236,246		
d. Helping	Identify and use helping verbs.		LDU 134,137,141, 143,146		
e. Phrases	Identify and use verb phrases and interrupted verb phrases.		LDU 134, 137		
f. Irregular	Identify and use tense forms of irregular verbs.		LDU 128,131-132, 142-143,152		
g. Transitive and intransitive	Identify and use transitive and intransitive verbs.		LDU 128,131-133 152		
h. Principal parts	Identify and use principal parts of the verb.		LDU 140-141		
i. Tenses	Identify and use the three simple verb tenses.		LDU 139 BGS Units 8,10		
3. Adjectives					
a. Descriptive and limiting	Identify and use descriptive and limiting adjectives.		LDU 237-238	I. 5,17,20,21, 22,23 VI. 90,95	
b. Degrees of comparison	Correctly form the degrees of comparison.		LDU 243-245,253 BGS Units 8,11,14		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Proper	Identify and use proper adjectives.		LDU 415,417		
d. Demonstrative	Identify and use demonstrative adjectives.		LDU 238		
e. Possessive modifiers	Identify and use possessive modifiers.		LDU 238-239		
f. Phrases	Identify and use adjective phrases.		LDU 281-282,305, 395		
g. Subject complements	Identify and use subject complements.		LDU 235,392		
4. Pronouns					
a. Singular and plural	Identify and use singular and plural pronouns.		LDU 182,195,196, 200	I. 8,9,14,20 21,22,23	
b. Possessive	Identify and use possessive pronouns.		LDU 183-184		
c. Subjects in questions	Identify and use pronouns as subjects in questions.				
d. Objects	Identify and use pronouns as objects after action verbs.		LDU 187		
e. Subjects	Identify and use pronouns as subjects.		LDU 187,191		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
f. Objects of prepositions	Identify and use pronouns as objects of prepositions		LDU 192		
g. Subject complement	Identify and use pronouns as subject complements.		LDU 190-191		
h. Antecedents	Identify and use pronouns as antecedents.		LDU 185,197-198, 201		
5. Adverbs					
a. With and without -ly ending	Identify and use adverbs with and without -ly ending.		LDU 242 cf. BGS Unit 11	I. 10,11,18, 20,21,22,23	
b. Modifying verbs	Identify and use adverbs modifying verbs.		LDU 240-241		
c. Modifying adjectives	Identify and use adverbs modifying adjectives.		LDU 242-243,252, 253		
d. Modifying other adverbs	Identify and use adverbs modifying other adverbs.		LDU 242-243,252, 253		
e. Degrees of comparison	Identify and use the degrees of comparison		LDU 243,245,253		
f. Phrases	Identify and use adverb phrases.		LDU 281-282,305, 395		
g. Negatives	Identify and use negatives.		LDU 240-241		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
6. Prepositions				I. 4,5,12,13, 14,20,21,22, 23,24	
a. Objects	Identify and use prepositions and objects of the preposition.		LDU 192,280		
b. Adjective and adverb phrases	Identify prepositional phrases as adjective or adverb and indicate the word modified by the phrase.		LDU 281-282,305 395		
7. Conjunctions				I. 15,20,21,22, 23,24 V. 8,11	
a. Coordinating	Identify and use coordinating conjunctions.		LDU 288-290,293		
b. Compound sentences	Identify and use conjunctions in compound sentences.		LDU 294,295,396, 398		
c. Subordinating	Identify and use subordinating conjunctions.		LDU 298-301,306		
8. Interjections	Identify and use interjections.		LDU 75		
B. The Sentence					
1. Kinds				I. 23,24	
a. Declarative	Identify and use declarative sentences.		LDU 15,30,31,32, 38,388		
b. Interrogative	Identify and use interrogative sentences.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Imperative	Identify and use imperative sentences.				
d. Exclamatory	Identify and use exclamatory sentences.				
2. Complete subjects and complete predicates	Identify and write sentences that include complete subjects and complete predicates.		LDU 21,22,23	V. 2	
3. Simple subjects and simple predicates	Identify and write sentences that include simple subjects and simple predicates.		LDU 21,22,23,32, 37,73,86		
4. Compound subjects and compound predicates	Identify and write sentences that include compound subjects and compound predicates.		LDU 188,290,292, 294,295,305,396, 397	V. 8,9	
5. Compound sentences	Identify and write compound sentences using proper conjunctions and punctuation.		LDU 293,294,295, 296,297,397,398	I. 24 V. 45	
6. Inverted Order	Identify and write sentences containing both regular and varied order of subject and predicate.		LDU 15,28,29,31, 38,386,387	V. 1 VI. 46	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
7. Understood subject	Identify and write sentences containing understood subjects.		LDU 32,38		
8. Direct object	Identify and write sentences containing direct objects.		LDU 86,87,95,152, 188,305,396		
9. Subject complement	Identify and write sentences containing complements.		LDU 73,89,190, 235,391,394,396		
10. Independent and subordinate clauses	Write and punctuate sentences containing independent and subordinate clauses.		LDU 293,298,299		
11. Diagramming (Optional Supplement)	Diagram sentences indicating: complete subject, complete predicate, simple subject, simple predicate, direct object, prepositional phrases, compound elements, modifiers, subject complement.		LDU 385-386, 389-398		
C. Sentence Patterns	Be exposed to the various types of sentence patterns in L.D.U. at this level.		L.D.U. 36,88,91, 138,149,186,236, 246,302-303	I. 1,2,3,6,7, 19	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
II. LINGUISTIC TOPICS A. History of our language 1. Word origins	The student will: Develop an awareness that English comes from other languages.		LDU Unit I BGS,"The Story of Our Language", all units	II. 17,18,23, 32,33,34	
2. Language development	Develop an awareness of the growth and evolution of modern English through compounding, acronyms, blending, and coining.		BGS, all units	II. 6,19,22	
B. Usage 1. Appropriateness and form in social situations	Distinguish between formal and informal language and identify appropriate situations for each.			II. 1,2,3,4,7, 16,24,25,29,30	
2. Grammatical usage	Use appropriate grammatical constructs in given situations.		See Index pages 489-490		
3. Colloquial expressions	Develop an awareness of suitable situations for use of colloquial expressions.				
4. Slang	Identify suitable situations for use of slang expressions.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Developing vocabulary					
1. Meaning from context	Use context clues to understand the meanings of words.		LDU 159-160	II. 5,8,9,10, 11,12,13,14,15, 26,27,28,31	
2. Word relationships	Expand word choice by using synonyms, antonyms, homonyms and heteronyms.		LDU 9,118,155,167, 170-172,177-178, 183-184,200 BGS Unit 28	IV. 2 VI.66,91	
3. Word expansion	Define and use prefixes, suffixes and roots.		LDU 161,163,164, 176 BGS units 17,19-23,25,28	II. 20,21,22	
4. Specialized vocabularies	Spell, define and use vocabulary from other content areas.		cf. Content Area Teachers	II. 8	
III. MECHANICS	The student will:				
A. Capitalization					
1. First word	Capitalize the first word of a sentence, first line in poetry, and first word in a quotation.		1-5: LDU 79-81, 117,415-419	III. 3,4,5,6, 7,9	
2. Proper nouns and proper adjectives	Capitalize proper nouns and proper adjectives.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Titles	Capitalize titles of: books, stories, poems, and articles.				
4. Letters	Use capitals appropriately in letter writing.		LDU 92,211-212, 222-225, 228-229		
5. Abbreviations	Use capitals for abbreviations where necessary.		LDU 210-212		
6. Outlines	Use capitals appropriately in outlining.		LDU 330-331		
B. Punctuation 1. Periods a. Sentences	Use periods after statements and commands.		LDU "Rules" p.424	III. 1,2,3,4,5, 6,7,8	
b. Abbreviations and initials	Use periods after abbreviations and initials.				
c. Outlines and lists	Use periods after numerals and letters in outlines and lists.				
2. Commas a. Letters	Use commas after greeting and closing in friendly letters.		Rules,420-423 LDU 92,211-212, 222-224		
b. Dates	Use commas in dates.		LDU 420		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Address	Use commas between city, state, and/or country		LDU 420		
d. Names	Use commas when writing last name first.		LDU 420		
e. Quotations	Use commas in quotations.		LDU 19,17,118,421		
f. Series	Use commas in a series.		LDU 19,297,298, 421		
g. Direct address	Use commas to separate words in direct address.		LDU 19		
h. Sentence meaning	Use commas to make sentence meaning clear.		LDU 421		
i. Compound sentences	Use commas between parts of a compound sentence.		LDU 294,295		
j. Interjections	Use commas with an interjection.		LDU 19		
k. Appositives	Use commas with appositives.		LDU 90 cf. I.GRAMMAR A. 1.f.	III. 10	
3. Question marks	Use the question mark after an interrogative sentence.		LDU 30,34		
4. Exclamation points	Use the exclamation point after an exclamatory sentence and an interjection.		LDU 30,423,414		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
5. Apostrophes	Use the apostrophe in contractions and to show possession.		Rules 419 LDU 136,84-85, 183,238,- 239		
6. Quotation marks	Use quotation marks for conversation and quotations and for titles of stories, poems and articles.		LDU 418,425		
7. Colons	Use the colon after the salutation in a letter, in time notation, and to introduce a list.		LDU 222,223,225		
8. Hyphens	Use the hyphen to indicate syllabication and certain compound words.		LDU 324,327		
9. Italics and underlining	Recognize that italics or underlining are used in certain situations.		LDU 425-426	III. 10	
10. Semi-colon	Use the semi-colon appropriately.				
IV. SPELLING	The student will:				
	Use the appropriate level of BGS		BGS, Kottmeyer at grade level or below	IV. 1,2,3	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences a. Complete	Write in complete sentences.		L.D.U.14,15,18,19, 33,35,37,38,402-403,405,456,457	V. 1-24 I. 21,23,24,62	
b. Word order	Write sentences using regular and varied word order.		LDU 15,28,29,38, 386,387,403		
c. Run-ons	Avoid the use of and correct run-on sentences.		LDU 15,33,34,38, 405,457		
d. Word choice	Write sentences using words that make writing more interesting and accurate.			II. 29,57 V. 67,86 VI. 95	
e. Agreement of subject and predicate	Write sentences containing subjects and verbs in agreement.		LDU 150,287,290, 464,476		
f. Sentence expansion	Write increasingly complex sentences adding adjectives, adverbs, phrases, and clauses.		LDU 293,294,295, 296,297,397,398, 414,476	V. 6,7,11,13, 14,15,16,17,19 20,23,24	
2. Paragraphs a. Indentation	Indent the first line in a paragraph.		LDU 106,406		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Topic sentence	Write a topic sentence expressing the main idea of a paragraph.		LDU 106,107-109, 110,406,461	V. 33,34,35,42, 49,51,64,62	
c. Unity	Write about only one topic in each paragraph.		LDU 106,110,406	V. 43	
d. Sequence	Write sentences in the proper order.		LDU 106,107,108, 406	V. 25,26,27,46, 58,62,64 VI. 34	
e. Supporting details	Write sentences which are in support of topic sentences.		LDU 109-110,406	V. 33,34,35,36, 42,49,50,51 VI. 37,50,53,62	
f. Overused words	Avoid the overuse of repetitive connectors (and/then) and general words (said).				
g. Tense	Employ verb tense consistency.				
h. Sentence patterns	Use a variety of sentence patterns.		LDU 36,88,91,138, 149,186,236,246, 302-303		
3. Types of paragraphs a. Descriptions	Write descriptive paragraphs.		LDU 102-105	V.38,39,40,41, 44,46,47,48,56, 65,67,68,69,70, 71 VI.30,55 II. 15,24	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Explanations	Write explanatory paragraphs.		V. 59,70		
c. Narratives	Write narrative paragraphs.		LDU 99-101	V. 30,31,32,53, 54,55,60,65	
4. Outlines	Write an outline using main topics and subtopics where appropriate.		LDU 92,255,269-272,275,330-331, 339,424,474,478	VI. 26	
5. Compositions					
a. Titles	Write titles for compositions.			V. 45,46	
b. Mechanics	Write compositions that follow the basic rules of capitalization and punctuation. cf. V. A. 1 and V. A. 2.			V. 61	
c. Form	Write compositions including introduction, body and conclusion.			V. 28,29,30,64	
d. Voice consistency	Write compositions that maintain consistency in speaker voice.				
B. Organizing information					
1. Notetaking					
a. Oral presentations	Be able to organize information by taking notes on oral material.			VI. 42,43,51, 81,83	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Research	Be able to organize information by taking notes on written material.		LDU 272,328,329, 358		
c. Interviews	Prepare and conduct an interview.		LDU 255,266-268 275,474		
2. Reports	Develop and write both the outline for a report and the report.				
3. Bibliography	Construct a bibliography following proper form and punctuation.			VII. 6	
4. Proofreading	Proofread written work for spelling, capitalization, punctuation, form and content errors.				
5. Answering questions a. Labelling	Label all answers correctly.				
b. Essay questions	Answer essay questions by restating the question, using supporting details, and writing a concluding sentence restating the topic.		LDU 106-110 SG Comp. 60-61		
C. Creative writing 1. Short stories	Write both fiction and non-fiction short stories.		LDU 112-115	V. 29,54,63,66	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Poetry	Be exposed to various forms of poetry.		See LDU Chapter 13	V. 45 VI. 73, 74,76,84,85,87, 96	
3. Expressive language					
a. Idioms	Identify and use idioms.			V. 52,67. VI. 93, II. 31	
b. Alliteration	Identify and use alliteration.				
c. Simile	Identify and use simile.				
d. Metaphor	Identify and use metaphor.				
4. Conversation	Write stories that contain dialogue as conversation.		LDU 96,113-118, 126	V. 58,66 III. 34 VI. 59,71, 80,97	
D. Letter writing					
1. Friendly	Write friendly letters.		LDU 216-219	V. 71	
2. Business	Write a business letter.		LDU 222-224		
3. Envelopes	Address an envelope.		LDU 214		
VI. VERBAL AND NON-VERBAL EXPRESSION	The student will:				
A. Speaking					
1. Mechanics					
a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 42,43,46,47, 49,50.	VI. 1 -- 37	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Voice and body control	Employ a variety of voice and body control techniques, such as eye contact, volume, pitch and rate control; correct posture and movement; and use of proper gestures.				
c. Delivery aids	Use delivery aids where they are appropriate.				
2. Forms of verbal communication					
a. Introductions	Use correct techniques in introductions and acknowledgement.		LDU 39,53-55, 71, 458		
b. Discussions	Display appropriate conversation techniques.		LDU 39,53-59, 71, 458		
c. Stories	Relate the details of a story in sequential order employing the basic skills of speaking.		LDU 39,57-59,458		
d. Explanations	Give clear, concise explanations.		LDU 257-261,274, 473		
e. Choral reading	Participate in choral reading.		LDU 350-351		
f. Acting	Participate in the performance of a skit, improvisation, or play.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
g. Oral reports	Present an oral book report utilizing basic speaking skills.				
3. Content					
a. Thought expression	Express a complete thought orally.				
b. Main idea	Recognize and use main idea and central theme.				
c. Word choice	Speak with clear, exact, and vivid language.				
d. Organization	Recognize and use patterns of crganization.				
B. Listening				VI. 38-100	
1. Aural comprehension					
a. Follow directions	Follow oral directions.				
b. Specific information	Gain specific information by listening.				
c. Main idea	Listen for the main idea.				
d. Relationships	Listen for and understand relationships.				
2. Auditory discrimination	Recognize intonation patterns and their effects on meaning.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Listening for appreciatio	Listen to a variety of oral presentations for enjoyment.				
4. Critical listening					
a. Interpretation	Determine the mood, tone and feeling imparted by an oral presentation.				
b. Fact and opinion	Distinguish between fact and opinion.				
c. Supporting material	Listen for and evaluate supportive material.				
d. Conclusions	Listen for and evaluate conclusions.				
e. Propaganda techniques	Recognize various propaganda techniques, such as testimonial, bandwagon, name calling, transfer, repetition, glittering-generalities, card stacking, or emotionally charged words.			VI. 56,57,58, 79 II. 7	
C. Non-verbal communication					
1. Pantomime	Act out and interpret simple ideas and situations in pantomime.			VI. 101	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
6. Respellings	Read a word based on its phonetic spelling.				
7. Irregular plurals	Use a dictionary to find the spellings of irregular plurals.				
8. Using the pronunciation key	Exhibit knowledge in the use of the pronunciation key.		LDU 49-50, 321-324		
9. Synonyms	Use a dictionary to find synonyms for a given word.			VI. 91	
10. Etymologies	Be introduced to the concept that dictionaries provide abbreviations for etymologies of words.			II. 17,18,23, 32,33,34	
B. Use of the library	Refer to "Basic Library Curriculum".		See appropriate pages of LDU	VII. 1,2,3,4,5, 6,7,8,9,10,11, 12,13	
VIII. HANDWRITING	Refer to Palmer.		See Palmer Method Grade 7		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Body language	Interpret mood and/or feelings through attention to gestures, posture and facial expressions.			V. 12	
3. Signs and symbols	Interpret a variety of signs and symbols from the environment.				
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the dictionary					
1. Word meaning	Find the meaning of a given word using a dictionary.		LDU 320		
2. Syllabication and accent marks	Use the dictionary to determine the accent and syllabication of a given word.		LDU 49-50, 82-83, 323-327		
3. Guide words	Know how to use guide words in order to find a particular word.		LDU 319-324, 339		
4. Hyphenation	Determine the syllabication of a word.				
5. Diacritical marks	Interpret the meaning and/or sound of various diacritical marks.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
I. GRAMMAR	The student will:				
A. Parts of speech 1. Nouns a. Common and proper	Identify and use common and proper nouns.		LDU 16,20-22,40, 79,109 BL 48-50, 70,87,104,107, 126,137,138,149, 150,162,182	I. 16,20,21,22, 23	
b. Singular and plural	Identify and use singular and plural nouns and correctly change singular nouns to plural.		LDU 16,22-23,325, 326,328 cf. BGS Unit 8 BL 23, 207-208		
c. Possessive	Identify and use possessive nouns.		LDU 16,23,40,83 BL 21,189		
d. Determiners	Identify and use determiners.		LDU 24-25,37-38, 39,40,79 BL 110, 200		
e. Direct address	Identify and use nouns in direct address.		LDU 402,414 BL 13		
f. Concrete, abstract	Identify and use concrete and abstract nouns.		cf. LDU 7,76,94		
g. Appositives	Identify and use appositives.		LDU 402,415 BL 70,196		
h. Collective	Identify and use collective nouns.		LDU 123,141-142, 148		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
i. Predicate	Identify and use predicate nouns.		LDU 181-182		
j. Noun clauses	Identify and use noun clauses.		BL 62,196 LDU 175,200,203,371, 387-388,392		
k. Adjectives	Identify and use nouns as adjectives.		LDU 70,76,83,98, 376		
l. Verbals	Identify and use verbals (gerunds and infinitives).		LDU 281,288,290-291,390-391	V. 4,5	
2. Verbs					
a. Action	Identify and use action verbs.		LDU 17,33-34,40, 41,78,83,88,397, 402 BL 33,35,191	I. 10,11,16,20, 21,22,23	
b. Being	Identify and use being verbs.				
c. Main	Identify and use main verbs.		LDU 17,33-36,41, 78,83,88,243,397 BL 35,191		
d. Helping	Identify and use helping verbs.				
e. Phrases	Identify and use verb phrases and interrupted verb phrases.		LDU 36,283		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
f. Irregular tense forms	Identify and use tense forms of irregular verbs.		LDU 35,60,229, 247-250,255,325, 326,328 BL 39, 192		
g. Transitive and intransitive	Identify and use transitive and intransitive verbs.		LDU 122,130,147, 402,403,456 BL 66,196		
h. Principal parts	Identify and use principal parts of verbs.		LDU 229,247-248, 255 BL 39,192		
i. Simple tenses	Identify and use simple tenses.		LDU 35,243,244-245 BL 193-194		
j. Active and passive	Identify and use active and passive voices.		LDU 122,131,147, 246,402,456	V. 21,22	
k. Perfect tenses	Identify and use perfect tenses.		LDU 244,245 BL 193-194		
3. Adjectives a. Descriptive and limiting	Identify and use descriptive and limiting adjectives.		LDU 70,74-75,78, 79,83,98,376-377 BL 106,107,108, 109,110,111,112, 122,126,137,138, 141,145,148,149, 150,151,154,161, 162,182	I. 5,17,20,21, 22,23 VI. 90,95	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Degrees of comparison	Correctly form the degrees of comparison.		LDU 71,84-86,99 BL 115,201		
c. Proper adjectives	Identify and use proper adjectives.		LDU 70,79,98 BL 112,200		
d. Demonstrative	Identify and use demonstrative adjectives.				
e. Possessive	Identify and use possessive modifiers.		LDU 74-75		
f. Phrases	Identify and use adjective phrases.		cf. infinitives, participial phrases, prepositional phrases BL 112,144,145, 148,149,150,154, 161,183,204,216		
g. Subject complements	Identify and use subject complements.		LDU 181,397		
h. Restrictive and non-restrictive clauses	Identify and use restrictive and non-restrictive clauses.		LDU 228,242-243		
i. Nouns	Identify and use nouns as adjectives.		LDU 70,76,83,98, 376 BL 112,200		
j. Verbals	Identify and use verbals as adjectives.		cf. I.A.9 BL 10		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
4. Pronouns a. Singular and plural	Identify and use singular and plural pronouns.		LDU 227,233,234, 235,236-237,254 BL 95,96,97,98, 103,118,122,139, 158,161,163,183, 198-199	I. 8,9,14,20, 21,22,23	
b. Possessive	Identify and use possessive pronouns.		LDU 28-29,74-75, 83 BL 97,199		
c. Subjects in questions	Identify and use subjects in questions (interrogative pronouns).		LDU 239-240		
d. Objects	Identify and use pronouns as objects of action verbs (direct and indirect objects).		LDU 179,183,231-233,235,240,397 BL 94,198		
e. Subjects	Identify and use pronouns as subjects.		LDU 128,232,233, 395 BL 94,198		
f. Objects of prepositions	Identify and use pronouns as objects of the preposition.		LDU 93 231-233,235,240		
g. Subject complements	Identify and use pronouns as subject complements.		LDU 181,397		
h. Antecedents	Identify and use pronouns as antecedents.		LDU 17,26-27,30, 40,233,236,237		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
			254 BL 89,197		
i. Compound personal	Identify and use compound personal pronouns.		LDU 235 BL 89, 198		
j. Demonstrative	Identify and use demonstrative pronouns.		LDU 239		
k. Gender	Identify and use gender of pronouns.		LDU 234		
l. Indefinite	Identify and use indefinite pronouns.		LDU 236-237		
m. Relative	Identify and use relative pronouns.		LDU 197-198,199, 241-243		
5. Adverbs					
a. With and without "-ly"	Identify and use adverbs with and without "-ly" endings.		LDU 80,81,82 BL 125,130,137, 141,145,149,151, 154,161,162,182		
b. Modifying verbs	Identify and use adverbs modifying verbs.		LDU 70,71,80-82, 83,99,376,377 BL 132,133,134, 137,163,184,203		
c. Modifying adjectives	Identify and use adverbs modifying adjectives.		Ibid		
d. Modifying other adverbs	Identify and use adverbs modifying other adverbs.		Ibid		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
e. Degrees of comparison	Identify and use degrees of comparison.		LDU 71,84-86,99 BL 128,202-203		
f. Phrases	Identify and use adverbs in phrases.		cf. infinitives, prepositional phrases BL 143, 144,145,146,148, 149,150,151,154, 161,162,184		
g. Negatives	Identify and use negatives.		LDU 92 BL 134, 203		
h. Infinitives	Identify and use infinitives.		LDU 281,290-291, 294,390-391		
6. Prepositions					
a. Objects	Identify and use prepositions and objects of the preposition.		LDU 38,86,93,94, 128,129,232,233, 235,240,407,441, 442 BL 140,157, 161,184,206	I. 4,5,12,13, 14,20,21,22, 23,24 V. 3,14	
b. Adjective and adverb phrases	Identify and use prepositional phrases as adjectives and adverbs and indicate the word modified by the phrase.		LDU 71,94,95,96, 100,380,454 BL 142,204		
7. Conjunctions					
a. Coordinating	Identify and use coordinating conjunctions.		LDU 123,137-138, 188,193,382,384 BL 59,149,204	I. 15,20,21, 22,23,24 V. 8,11	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Compound sentences	Identify and use conjunctions in compound sentences.		Ibid BL 59,149,152, 204,205		
c. Subordinating	Identify and use subordinating conjunctions.		LDU 194-197,201, 385,387		
8. Interjections	Identify and use interjections.		LDU 19 BL 33 (footnote) 190		
9. Verbals					
a. Gerunds	Identify and use gerunds.		LDU 281,288,294, 390		
b. Infinitives	Identify and use infinitives.		LDU 281,290-291, 294,390-391	V. 4,5	
c. Participles, participial phrases	Identify and use participles and participial phrases.		LDU 229,247-248, 255,281,283-284, 285,286-287,288, 289,293-294		
d. Dangling participles	Identify and use dangling participles.		LDU 281,286-287, 293		
B. The Sentence					
1. Kinds					
a. Declarative	Identify and use declarative sentences.		LDU 122,132-133 BL 11,186	I. 23,24	
b. Interrogative	Identify and use interrogative sentences.		LDU 134-135,136 BL 11,187		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
c. Imperative	Identify and use imperative sentences.		LDU 147,186-187 BL 11,187		
d. Exclamatory	Identify and use exclamatory sentences.		LDU 204,374-375, 396		
2. Complete subjects and complete predicates	Identify and write sentences that include complete subjects and complete predicates.		LDU 126-127,395 BL 51,195	V. 2	
3. Simple subjects and simple predicates	Identify and write sentences that include simple subjects and simple predicates.		LDU 122,128,147, 373-374,395 BL 74,205		
4. Compound subjects and compound predicates	Identify and write sentences that include compound subjects and compound predicates.		LDU 123,137-139, 147,382,395 BL 59,79,196	V. 8,9	
5. Compound sentences	Identify and write compound sentences using the proper conjunctions and punctuation.		LDU 175,187-188, 190-191,203 BL 152,205	L.24 V. 45	
6. Inverted order	Identify and write sentences containing inverted order.		LDU 132-133,375, 396 BL 53,195	V. 1 VI. 46	
7. Understood subject	Identify and write sentences containing understood subjects.		LDU 133 BL 74, 205,216		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
8. Direct object	Identify and write sentences containing the direct object.		LDU 174,179,180, 184,204,397,398 BL 66,67,68,72, 87,91,92,104,116, 124,138,145,146, 148,149,150,151, 154,161,182		
9. Subject complement	Identify and write sentences containing subject complements.		LDU 174,182,184, 204,397,398		
10. Independent and subordinate clauses	Identify and write sentences containing independent and subordinate clauses.		Main clauses LDU 194-196 Sub. clauses cf. I.A.3,g. I.A.4.g. BL 152 (footnote) 205		
11. Complex sentences	Identify and write complex sentences.		LDU 194	V. 18,23,24	
12. Diagramming (optional)	Review diagramming.		LDU 373-392 BL see Index: Diagramming		
C. Sentence patterns	Be exposed to the various types of sentence patterns in LDU at this level.		LDU 31,39,78,83, 129,136,174,177-184,186-187,188, 193,201,204,238, 460 BL 31,55,66, 91,108,146,206-207	I. 1,2,3,6,7, 19	

COURSE OUTLINE - LANGUAGE ARTS

GRADE 8

TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
II. LINGUISTIC TOPICS	The student will:				
A. History of our language					
1. Word origins	Develop an awareness that English comes from other languages.		BGS "The Story of Our Language" all units BL 30	II. 17,18,23, 32,33,34	
2. Language development	Develop an awareness of the growth and evolution of modern English through: compounding, acronyms, blending, and earing.		cf. BGS Don't Miss the New Ones Unit 1, pgs. 58, 66	II. 6,19,22	
B. Usage					
1. Appropriateness and form in social situations	Distinguish between formal and informal language and identify suitable situations for each.		LDU 164,315,319, 331 SG Lang. 60, 61 BL 32	II. 1,2,3,4,7, 16,24,25,29,30	
2. Grammatical usage	Use appropriate grammatical constructs in given situations.				
3. Colloquial expressions	Develop an awareness of suitable situations for the use of colloquial expression.				
4. Slang	Develop an awareness of suitable situations for the use of slang expressions.		LDU 164,315,319, 331,473		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
C. Developing vocabulary 1. Meaning from context	Use context clues to understand meanings of words.		LDU 150,155-156, 172	II. 5,8,9,10, 11,12,13,14,15, 26,27,28,31	
2. Word relationships	Expand word choice in his writing by using synonyms, antonyms, homonyms, and heteronyms.		Syn. LDU 151, 168-169,173,329 Ant. LDU 7,170, 177 Hom. LDU 16-17,28-29 BGS Units 26, homonyms	IV. 2 VI. 66,91	
3. Word expansion	Define and use prefixes, suffixes, and roots.		Prefixes: LDU 150,159-160,172 BL 208-210 Suffixes: LDU 150-151,159-160, 172-173 BL 209-210 Roots: LDU 150-151,160-161,172 BGS prefixes Unit 11; suffixes 13,15; PRS 16; S,17; S,19,20,21	II. 20,21,22	
4. Specialized vocabularies	Spell, define and use vocabulary from other content areas.		Content Area Teachers		
III. MECHANICS	The student will:				
A. Capitalization					

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
1. First word	Review the use of capital letters for the first word of a sentence and quotations and conversations.		Rules for Capitalization: 409-412 BL 7,186		
2. Proper nouns and proper adjectives	Capitalize proper nouns and proper adjectives.		proper nouns - LDU 16,20-22,40, 79,109 BL 5,8, 106,185 proper adjectives LDU 70,79,98,109		
3. Titles	Use capital letters for titles of books, stories, poems, articles.		refer to Handbook, LDU BS. 7,186		
4. Letter writing	Use capital letters in letter writing.				
5. Abbreviations	Use capital letters in abbreviations.				
6. Outlining	Use capital letters in outlining.				
B. Punctuation 1. Periods a. Sentences	Use periods after statements and commands.		BL 185-186 LDU Rules 418-419 LDU 122,132-133, 134-135,136,147	III. 1,2,3,4 5,6,7,8	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
			374-375,396 BL 11,186		
b. Abbreviations and initials	Use periods after abbreviations and initials.		LDU 165 BL 12, 187		
c. Outlines and lists	Use periods after numerals and letters in outlines and lists.		LDU 205,217-221, 226		
2. Commas					
a. Letters	Use commas after greeting and closing in friendly letters.		LDU Rules 414-417 LDU 256,257, 263,264,278,280		
b. Dates	Use commas in dates.		BL 13,187		
c. Address	Use commas between city, state and/or country.		LDU 165,185,205, 213-215,225		
d. Names	Use commas when writing last name first.				
e. Quotations	Use commas in quotations.		BL 15,88		
f. Series	Use commas in a series.		BL 15,88 LDU Rules 414-417		
g. Direct address	Use commas to separate words in direct address.		BL 13,187		
h. Sentence meaning	Use commas to make sentence meaning clear.		BL 15,188		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
i. Compound sentences	Use commas between parts of a compound sentence.		LDU 165,174-175, 190,191,203 BL 152,205		
j. Interjections	Use commas with mild interjections.		BL 15,188		
k. Appositives	Use commas to set off appositives.		cf. I.A. f. BL 13,188,196		
l. Non-restrictive clauses	Use commas to set off non-restrictive clauses.		LDU 228,242-243, 255		
m. Introductory adverbial clauses	Use commas to set off introductory adverbial clauses.		LDU 194-196 BL 15,188		
n. Introductory participial phrases	Use commas to set off introductory participial phrases.		LDU 284,293		
3. Question marks	Use question marks after interrogative sentences.		LDU 122-133,134-135,147,213-214 BL 11,187		
4. Exclamation points	Use exclamation points after exclamatory sentences and after interjections.		LDU 408,417 BL 11,187		
5. Apostrophes	Use apostrophes in contractions and to show possession		LDU 23,28,165 BL 22,189-190, 199		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
6. Quotation marks	Use quotation marks for conversation, quotations, titles (stories, poems, and articles).		LDU 165,185,205, 213-215,225 BL 18,188		
7. Colon	Use the colon in the salutation in a business letter, in time notation, and in the introduction to a list.		LDU 165,257,274, 280 BL 20		
8. Hyphen	Use the hyphen to indicate syllabication and in certain compound words.		LDU 165,325 BL 3,20,185,189		
9. Italics	Recognize that italics or underlining are used for emphasis, titles, and foreign words and phrases		LDU 165,352 BL 20,189	III. 10	
10. Semi-colon	Use the semi-colon to punctuate two complete thoughts that are related				
IV. SPELLING	The student will:				
	Use the appropriate level of BGS		BGS, Kottmeyer at grade level or below BL 21, 22,23,189-210	IV. 1,2,3	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
V. WRITTEN EXPRESSION	The student will:				
A. Basic composition 1. Sentences a. Complete	Write in complete sentences.		LDU 123,143-145, 148,149,395,417, 457 BL 25,26,29, 74,75,105,123, 138,162,183	V. 1-24 I. 21,23,24,62	
b. Word order	Write sentences using regular and varied word order.		LDU 11,13,39,74, 80,132-133,375, 396 BL 53,195		
c. Run-ons	Avoid the use of and correct run-on sentences.		LDU 143-144,149, 398,457 BL 27, 28,29,47,76,105, 123,138,162,183		
d. Word choice	Write sentences using words that make writing more interesting and accurate.		LDU 150,163,166-167,168,169-170, 349 BL 40,78,113, 129,200-201,202	II. 29,57 V. 67,86 VI. 95 V. 37 VI. 89,90,96	
e. Agreement of subject and predicate	Write sentences containing subjects and verbs in agreement.		LDU 123,140-142, 148,227,236-237, 254,427,457,464 BL 79,81,82,83, 99,197,199		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
f. Sentence expansion	Write increasingly complex sentences adding adjectives, adverbs, phrases, and clauses.		LDU see Index p.487	V. 6,7,11,13, 14,15,16,17,19, 20,23,24	
2. Paragraphs					
a. Indentation	Indent the first line in a paragraph.		LDU 399 BL 170, 210		
b. Topic sentence	Write a topic sentence expressing the main idea of a paragraph.		LDU 101,107-108, 109-113,115-117, 119,121,399,455 BL 164,210	V. 33,34,35,42, 49,51,64,62	
c. Unity	Write about only one topic in each paragraph.		LDU 109-113,115-117,121,399,455	V. 43	
d. Sequence	Write sentences in the proper order.		BL 169	V. 25,26,27, 46,58,62,64 VI. 34	
e. Supporting details	Write sentences which are in support of topic sentences.		LDU 109-113,121, 399 BL 168	V. 33,34,35, 36,42,49,50,51 VI. 37,50,53, 62	
f. Overused words	Avoid the overuse of repetitive connectors (and/then) and general words (said).				
g. Tense	Employ verb tense consistency.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
h. Sentence patterns	Use a variety of sentence patterns.		cf. I.C. BL 31, 55,62,66,91,108, 146,206-207		
3. Types of paragraphs					
a. Descriptions	Write descriptive paragraphs.		LDU 101,105-107, 121,399,455	V. 38,39,40,41, 44,46,47,48,56, 65,67,68,69,70, 71 VI. 30,55 II. 15,24	
b. Explanation	Write explanatory paragraphs.		Ibid	V. 59,70	
c. Narratives	Write narrative paragraphs.		Ibid	V. 30,31,32, 53,54,55,60,65	
4. Outlines	Write an outline using main topics and subtopics where appropriate.		LDU 205,217,221, 226,412,418-419, 463 BL 171,211	VI.26	
5. Compositions					
a. Titles	Write titles for compositions.			V. 45,46	
b. Mechanics	Write compositions that follow the basic rules of capitalization and punctuation. cf V.A.			V. 61	
c. Form	Write compositions that include an introduction,			V. 28,29,30, 64	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	a body and a conclusion.				
d. Voice consistency	Write compositions that maintain consistency in speaker voice.				
e. Transition words	Write compositions that include appropriate transitional words and phrases (however, after).		LDU 117-119	V. 43	
f. Comparison/contrast	Write paragraphs showing comparison and contrast to develop a topic.			VI.29,31,32,44, 49,52,61	
g. Tone	Write paragraphs showing different point of view.		LDU 349,365-367, 370,475	VI. 54,55,59	
h. Cause/effect	Write paragraphs showing cause and effect.			V. 27 VI. 33,60	
B. Organizing information 1. Notetaking a. Oral presentations	Be able to organize information by taking notes on oral material.		LDU 49-51	VI. 42,43,51, 81,83	
b. Research	Be able to organize information by taking notes on written material.		LDU 205,217-221, 226		
c. Interviews	Prepare and conduct an interview.		LDU 218,307-308		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
2. Reports	Develop and write both the outline for a report, and the report.		LDU 462,205,217-221,226 cf V.A.4		
3. Bibliography	Construct a bibliography.			VII. 6	
4. Proofreading	Carefully proofread papers.		BL see Index p.221		
5. Answering questions a. Labeling answers	Label all answers correctly.				
b. Essay questions	Answer essay questions by restating the question, using supporting details, and writing a summary or concluding sentence restating the topic or main idea.				
C. Creative writing 1. Stories	Write fiction and non-fiction stories.		LDU 215	V. 29,54,63, 66	
2. Poetry	Be exposed to various forms of poetry.		LDU see Chapter 14	V. 45 VI. 73, 74,76,84,85, 87,96	
3. Expressive language a. Idioms	Identify and use idioms.			V. 52,67 VI. 93	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
b. Alliteration	Identify and use alliteration.			II. 31	
c. Similes	Identify and use similes.			VI. 93	
d. Metaphors	Identify and use metaphors.				
e. Onomatopoeia	Identify and use onomatopoeia.		LDU 344 BGS Ch. 17		
f. Hyperboles	Identify and use hyperboles.				
g. Personification	Identify and use personification.				
4. Conversation	Write stories that contain dialogue as conversations.		LDU 185,205,213-215,462 BL 164,188	V. 58,66 III. 3,4 VI. 59,71,80,97	
D. Letter writing					
1. Friendly	Write friendly letters.		LDU 259,260,261,262,266,267,268,270-273 BL 174,177,179,212-213,214	V. 71	
2. Business letters	Write business letters.		LDU 276-277 BL 176,177,179,214		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Envelopes	Address an envelope.		LDU 264,265 BL 177,123		
VI. VERBAL AND NON-VERBAL COMMUNICATION	The student will:				
A. Speaking					
1. Mechanics					
a. Pronunciation and articulation	Correctly pronounce and articulate words.		LDU 63,65,69,452	VI. 1-37	
b. Voice and body control	Employ a variety of voice and body control techniques, such as eye contact, volume, pitch, and rate control; correct posture and movement; and use of proper gestures.				
c. Delivery aids	Use delivery aids where they are appropriate.				
2. Forms of verbal communication					
a. Introductions	Use correct techniques in introductions and acknowledgement.		LDU 42-43,55,69, 452		
b. Discussions	Display appropriate conversation techniques.		LDU 43,56-60,69, 452		
c. Stories	Relate the details of a				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
	story in sequential order employing the basic skills of speaking.				
d. Explanations	Give clear, concise explanations.		LDU 42,48-49,51, 69,451		
e. Choral reading	Participate in choral reading.				
f. Acting	Participate in the performance of a skit, improvisation, or play.				
g. Oral reports	Present an oral book report utilizing basic speaking skills.				
3. Content a. Thought expression	Express a complete thought orally.				
b. Main idea	Recognize and use main idea and central theme.				
c. Word choice	Speak with clear, exact, and vivid language.				
d. Organization	Recognize and use patterns of organization.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Listening					
1. Aural comprehension					
a. Follow directions	Follow oral directions.		V. 38-100		
b. Specific information	Gain specific information by listening.				
c. Main idea	Listen for the main idea.				
d. Relationships	Listen for and understand relationships.				
2. Auditory discrimination	Recognize intonation patterns and their effects on meaning.				
3. Listening for appreciation	Listen to a variety of oral presentations for enjoyment.				
4. Critical listening					
a. Interpretation	Determine the mood, tone and feeling imparted by an oral presentation.				
b. Fact and opinion	Distinguish between fact and opinion.				
c. Supporting material	Listen for and evaluate supportive material.				
d. Conclusions	Listen for and evaluate conclusions.				

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
e. Propaganda techniques	Recognize various propaganda techniques such as testimonial, band wagon, name calling, transfer, repetition, glittering-generalities, card stacking, and emotionally charged words.			VI. 56,57,58, 79	
C. Non-verbal communication 1. Pantomime	Act out and interpret simple ideas and situations in pantomime.			VI. 101	
2. Body language	Interpret mood and/or feelings through attention to gestures, posture, and facial expressions.			V. 12	
3. Signs and symbols	Interpret a variety of signs and symbols from the environment.				
VII. RELATED LANGUAGE SKILLS	The student will:				
A. Using the dictionary 1. Word meaning	Find the meaning of a given word using a dictionary.		LDU 157-158,314, 318-319,326,331, 472		
2. Syllabication and accent marks	Use the dictionary to determine the accent and syllabication of a given word.		LDU 43,64-65,315, 321-323,331,452, 473		

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
3. Guide words	Know how to use guide words in order to find a particular word.		LDU 314,317,318, 331,472,473		
4. Hyphenation	Determine the syllabication of a word in order to use the hyphen correctly.				
5. Diacritical marks	Interpret the meaning and/or sound of various diacritical marks.		LDU 315,321-323, 331,473		
6. Respellings	Read a word based on its phonetic spelling.		LDU 315,320-323, 331,473		
7. Irregular plurals	Use a dictionary to find the spelling of irregular plurals.		LDU 325,326,328		
8. Using the pronunciation key	Exhibit knowledge in the use of the pronunciation key.		LDU 315,320-323, 331,473		
9. Synonyms	Use a dictionary to find synonyms for a given word.		LDU 157-158	VI. 91	
10. Etymologies	Use a dictionary to find etymologies of words.			II. 17,18,23, 32,33,34	

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TOPICS AND SUBTOPICS	PERFORMANCE OBJECTIVES	TIME LINE	TEXT REFERENCES	RELATED ACTIVITIES	TEACHER ACTIVITIES & COMMENTS
B. Use of the library	Refer to the "Basic Library Curriculum".		See appropriate pages of LDU	VII. 1,2,3,4, 5,6,7,8,9,10, 11,12,13	
VIII. HANDWRITING	Refer to Palmer.		See *Palmer Method* Grade 8 BL. 215		

Kindergarten

I Grammar

Classify objects according to a given category.
Understand concept of sentence as an expression of a complete thought.

II Linguistic Topics

Understand and use appropriate language in a variety of situations.
Begin to develop an oral vocabulary.

III Mechanics	)	
IV Spelling	)	Not used at this level
V Written Expression	)	

VI Verbal and Non-Verbal Expression

Demonstrate the ability to speak clearly and to be understood.
Listen to and orally express thoughts and feelings about stories, poems, and nursery rhymes.
Demonstrate the ability to comprehend and follow simple directions.

VII Related Language Skills

Demonstrate appreciation and understanding of the library.

VIII Handwriting

Form letters and numerals properly.

Grade 1

I Grammar

Identify and classify naming, action and describing words.
Distinguish between sentences that tell and sentences that ask.

II Linguistic Topics

Understand and use appropriate language in a variety of situations.
Understand the meaning of words commonly used at this level.

III Mechanics

Capitalize names and first word of sentences.
Use periods and question marks.

IV Spelling

Gain competency in basic spelling patterns introduced at this level.

V Written Expression

Write a simple sentence that displays adequate control over mechanics of written expression, handwriting, spelling, usage, capitalization, punctuation and format.
Write dictated material on grade level.
Compose a simple story with emphasis on content.

VI Verbal and Non-Verbal Expression

Express a complete thought clearly.
Listen to and differentiate sounds and words.

VII Related Language Skills

Understand purpose of dictionary.
Put letters in alphabetical order.
Use library to select a book of choice.

VIII Handwriting

Demonstrate more refined techniques in the use of basic strokes.

Grade 2

I Grammar

Be able to locate naming words (nouns), action words (verbs), and describing words (adjectives) in a simple sentence.

Distinguish between declarative and interrogative sentences.

II Linguistic Topics

Understand and use appropriate language in a variety of situations.

Develop vocabulary and understand the meaning of words commonly used at this level.

III Mechanics

Capitalize first word in a sentence, proper nouns and titles.

Use periods and question marks.

IV Spelling

Gain competency in basic spelling patterns introduced at this level.

V Written Expression

Write simple declarative and interrogative sentences that display adequate control over mechanics of written expression, handwriting, spelling, usage, capitalization, punctuation, and format.

Write dictated material on student's level.

Write creative stories with emphasis on content.

VI Verbal and Non-Verbal Expression

Express complete thoughts with emphasis on articulation and pronunciation.

Differentiate sounds, words, specific information, and intonation.

VII Related Language Skills

Alphabetize by first letter.

Demonstrate an understanding of the arrangement of books in the library.

VIII Handwriting

Demonstrate, refine manuscript skills and make transition to cursive writing.

Grade 3

I Grammar

Be able to identify and define nouns and verbs and to locate describing words in a sentence.
Distinguish the four types of sentences - declarative, interrogative, exclamatory, and imperative.

II Linguistic Topics

Use correct grammatical constructs introduced at this level.
Understand meaning of words commonly used at this level and to be aware of multi-meaning of words.

III Mechanics

Capitalize first word in a sentence, proper nouns and titles.
Use commas in letters and dates.
Use all end punctuation.

IV Spelling

Gain competency in basic spelling patterns introduced at this level.

V Written Expression

Write two or more sentences on one idea that displays adequate control over mechanics of written expression, handwriting, spelling, usage, capitalization, punctuation, and format.
Write dictated material on student's level.
Write, with emphasis on content, in response to stimuli created by the teacher.

VI Verbal and Non-Verbal Expression

Display the development of communication skills VI A: (Mechanics, Form and Content) introduced at this level.
Listen for specific purpose, for main idea, and for specific details.

VII Related Language Skills

Locate words in a dictionary using guide words.
Alphabetize through second letter.
Locate fiction and non-fiction sections of the library.

VIII Handwriting

Complete transition from manuscript to cursive.

Grade 4

I Grammar

Write singular and regular plural nouns, form contractions, and identify and define adjectives.
Distinguish between complete and incomplete sentences.

II Linguistic Topics

Use correct grammatical constructs introduced at this level.
Find the meanings of words commonly used at their level, and identify synonyms, antonyms, and homonyms from a given list of words.

III Mechanics

Use capital letters in letter writing, abbreviations, and initials.
Use commas in writing an address and in a series.

IV Spelling

Gain competency in spelling patterns taught at this level.

V Written Expression

Write a short paragraph that displays adequate control over the mechanics of written expression: handwriting, spelling, usage, capitalization, punctuation, and format.
Write dictated material on student's level.
Write, with emphasis on content, in response to stimuli provided by the teacher.

VI Verbal and Non-Verbal Expression

Display development of communication skills (VI. A: Mechanics, Forms, Content) introduced at this level.
Display competency in basic aural comprehension and auditory discrimination skills.

VII Related Language Skills

Find meanings of words used at this level, and alphabetize words through the third letter.
Understand that the library contains a reference section.
Locate the title page of a book and use the table of contents.

Grade 4

VIII Handwriting

Display continued improvement as necessary in cursive and manuscript.

Grade 5

I Grammar

Distinguish between common and proper nouns, and helping and being verbs.
Identify and define adjectives, and recognize adverbs as words that modify verbs.
Recognize pronouns as noun substitutes.
Identify the subject of a simple sentence.

II Linguistic Topics

Use correct grammatical constructs introduced at this level.
Find the meanings of words commonly used at this level, and identify prefixes, suffixes, and root words.

III Mechanics

Use capital letters in outlines.
Use commas in direct address.

IV Spelling

Gain competency in spelling patterns taught at this level.

V Written Expression

Write a paragraph, including an introduction, some supporting details, and a conclusion. Writing should display an adequate control over the mechanics of written expression: handwriting, spelling, usage, capitalization, pronunciation, and format.
Write dictated material on student's level.
Write, with emphasis on content, in response to stimuli provided by the teacher.

Grade 5

VI Verbal and Non-Verbal Expression

Display development of communication skills (VI. A: Mechanics, Forms, Content) introduced at this level.
Display competency in basic aural comprehension and auditory discrimination skills.

VII Related Language Skills

Find meanings of words used at this level, and alphabetize any group of words.
Use the card catalog to locate a book.
Use the index of a book.

VIII Handwriting

Display continued improvement as necessary in cursive and manuscript.

Grade 6

I Grammar

Form singular possessive of nouns, three simple verb tenses, and identify and define adverbs and pronouns.
Identify subject and predicate in a simple sentence.

II Linguistic Topics

Use correct grammatical constructs introduced at this level.
Find the meanings of words commonly used at their level, and use prefixes and suffixes to change word meaning.

III Mechanics

Use capital letters when writing direct quotes.
Punctuate direct quotes.

IV Spelling

Gain competency in spelling patterns taught at this level.

Grade 6

V Written Expression

Write a single paragraph with a topic sentence that expresses a basic idea with several sentences that develop this idea and which includes a concluding sentence.
Writing should display adequate control over the mechanics of written expression: handwriting, spelling, usage, capitalization, punctuation and format.
Write dictated material on student's level.
Write with an emphasis on content in response to stimuli provided by the teacher.

VI Verbal and Non-Verbal Expression

Display development of communication skills (VI. A: Mechanics, Forms, Content) introduced at this level.
Display competency in basic aural comprehension and auditory discrimination skills.

VII Related Language Skills

Find meanings of words used at this level.
Use an encyclopedia to find information.
Locate a book in the library using subject, author or title cards in the card catalogue.

VIII Handwriting

Display continued improvement as necessary in cursive and manuscript.

Grade 7

I Grammar

Form the plural possessives of nouns, and recognize prepositions and conjunctions.
Identify subject and predicate in increasingly complex sentences.

II Linguistic Topics

Use correct grammatical constructs introduced at this level.
Find meanings of words on their level and for words in the content areas.

Grade 7

III Mechanics

Use all basic rules of capitalization.
Use commas to make sentence meaning clear.

IV Spelling

Gain competency in spelling rules taught at this level.

V Written Expression

Write a three paragraph composition containing an introduction, body and conclusion while employing a variety of word orders.
Writing should display adequate control over the mechanics of written expression: handwriting, spelling, usage, capitalization, punctuation, and format.
Write dictated material on student's level.
Write with an emphasis on content in response to stimuli provided by the teacher.
Write a friendly letter and correctly address an envelope.

VI Verbal and Non-Verbal Expression

Display development of communication skills (VI. A: Mechanics, Forms, Content) introduced at this level.
Listen to and evaluate a speaker's supporting material.

VII Related Language Skills

Find meanings of words used at this level.
Use a thesaurus.
Use the Divided Card Catalogue.
Use the audiovisual material in the library as a source of information.

VIII Handwriting

Display continued improvement as necessary in cursive and manuscript.

Grade 8

I Grammar

Identify and define all parts of speech, and conjugate regular verbs.

Grade 8

Identify subjects and predicates in increasingly complex sentences.

II Linguistic Topics

Use grammatical constructs introduced at this level.
Find the meanings of words used in different content areas.

III Mechanics

Use all of the rules for capitalization and punctuation.

IV Spelling

Gain competency in spelling rules taught at this level.

V Written Expression

Research and write a three paragraph composition containing an introduction, body, and conclusion while employing a variety of word orders. Writing should display adequate control over the mechanics of written expression: handwriting, spelling, usage, capitalization, punctuation, and format.
Write dictated material on student's level.
Write, with an emphasis on content, in response to stimuli provided by the teacher.
Write a business letter and correctly address an envelope.

VI Verbal and Non-Verbal Expression

Display development of communication skills (VI. A: Mechanics, Forms, Content) introduced at this level.
Listen to oral presentations and employ all the basic skills of critical listening.

VII Related Language Skills

Use the dictionary to find both the meaning and other information about a word (e.g. etymology, word origins, etc.)
Use the Reader's Guide to Periodical Literature.
Use the library to locate needed information or pleasure reading.

VIII Handwriting

Display continued improvement as necessary in cursive and manuscript.

APPENDIX B

BASIC LIBRARY CURRICULUM

K - 6

TOPICS	PERFORMANCE OBJECTIVES
KINDERGARTEN	
	The student will:
1. Library enjoyment	1. Find pleasure in stories and books and in using the library.
2. Literature appreciation	2. Listen carefully to stories read by librarian, and acquire good listening habits and the ability to re-create a story developing imagination, humor, reality and fantasy awareness, color and number concepts, character growth, verbal expression, and appreciation of illustrations.
3. Evaluation and selection of books	3. Survey a book before making a selection .
4. Library conduct	4. Show responsible and considerate behavior in the library.
5. Care of books	5. Be responsible for careful handling and protecting books from weather, accidents, animals,etc.
6. Borrowing and returning books	6. Be responsible for checking out books properly, returning books.
FIRST GRADE	
	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes of Kindergarten.
2. Book selection	2. Choose books from area appropriate for his reading and interest level.

FIRST GRADE (continued)

3. Becoming familiar with different areas of library	3. Develop awareness that books are categorized in different sections in the library.
4. Arrangement of books	4. Begin to understand alphabetical order by author for fiction.
5. Library rules	5. Develop an understanding of the reason for regulations.

SECOND GRADE

	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes in previous grades.
2. Arrangement of books	2. Begin to be aware of numerical order arrangement for non-fiction.
3. Selecting books for specific reasons	3. Develop the concept of intelligent book selection on the basis of classification, fiction and non-fiction.
4. Basic parts of a book	4. Understand information on the title page - author, illustrator, publisher, title.
5. Literature appreciation	5. Become familiar with Caldecott award titles, authors, and illustrators.

THIRD GRADE

	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes in previous grades.
2. Dictionary skills	2. Reinforce dictionary skills

	learned in the classroom through individual guidance by librarian.
3. Parts of a book	3. Identify, locate and use information on title page, table of contents and index.
4. Classification of books	4. Begin to understand Dewey Decimal System.
5. Alphabetical order	5. Understand how alphabetical order applies to organization of library materials.
6. Audio-visual materials	6. Begin to become familiar with operation of audio-visual equipment and materials.
7. Introduction of the library as a reference center	7. Become aware of and use reference materials such as dictionaries, encyclopedias, atlases.
8. Card catalog	8. Begin to understand the function of the card catalog as the key to the library.
9. Biography	9. Understand biography as a type of literature and its arrangement on the shelves.

GRADE FOUR

	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes in previous grades.
2. Parts of a book	2. Locate and understand the information on title page, copyright page, in the table of contents and the index.

GRADE FOUR (continued)

3. Card catalog	3. Use the card catalog to find materials, understand and identify information on author, title, subject, cross-reference, and audio-visual cards.
4. Classification	4. Increase understanding of all ten sections of Dewey Decimal System as method for organizing non-fiction library materials and locate books using Dewey Decimal Classification System.
5. Arrangement of library materials	5. Know where all materials are located - books, audio-visual, periodicals, reference area.
6. Reference materials	6. Understand and correctly use encyclopedias and atlases.
7. Other types of libraries	7. Become aware of the public libraries.

GRADE FIVE

	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes in previous grades.
2. Reference books	2. Understand the organization and use the almanac, yearbooks, and special dictionaries as reference materials.
3. Bibliography	3. Understand bibliographic form, locate bibliography in books, prepare bibliography for reports using library materials.
4. Literature appreciation	4. Become familiar with Newberry Award books, authors and illustrators.

GRADE SIX

Library instruction for Grade VI should be a culmination of the more formalized study in Grades I-V, including a review of library tools and materials previously studied and a reinforcement in the use of these tools and materials so that mastery and real understanding are brought about. Development of research skills should be emphasized, with instruction aimed at meeting the needs of students who still require assistance as well as those who can work independently. The library schedule should be flexible enough to allow for individuals, small groups, and entire classes to use the library for this research. The use of audio-visual materials should be encouraged as a complement to book materials.

	The student will:
1. Continuation and reinforcement of above	1. Demonstrate retention and improvement of skills and attitudes in previous grades.
2. Research skills	2. Understand and develop facility in using bibliographies, periodicals, reference books and community resources, as available, in preparing reports.
3. Literature appreciation	3. Demonstrate understanding of a book's central idea and the development of character.

	PERFORMANCE OBJECTIVES
1. Orientation to the Library Media Center, set up with English teachers the second week of school, during which new students are: (a) welcomed to the library and its services; (b) introduced to the logistics of open-scheduling library use during the school day -- from classrooms, I.E. periods, lunch -- and before and after the school day; (c) instructed in the technical process of selecting and charging out books, when they must be returned, how they may be reserved, etc.; (d) introduced to the Dewey Decimal arrangement of books in this library by a verbal guided tour explanation -- and to the periodical, non-book and audiovisual services available. . .	The students will bridge the gap between the elementary library resources and the expanded facilities of the secondary school library -- and, through reassurance become at ease with the many varied services of a diversified library media center. . . services which they will need to call upon throughout their academic and investigative careers.
2. Instruction in the use of the Divided Card Catalog (with Subjects on one side, Authors and Titles on the other to extend its accessibility for groups of students) and in the meaning and interpreting of color-coded audiovisual media cards (for the retrieval of filmstrips, film loops, cassettes, phonodiscs, slides) and catalog cards referring to non-book print media in the Vertical File. Complete sets of color-coded catalog cards are provided to teachers to supplement and reinforce both classroomand library teaching.	Through practice under supervision, the students will become familiar with the basic directory of a library media center and learn how to achieve prompt access to library materials of their choice.
3. Instruction in the retrieval of audiovisual material and its use in the Library Listening Room through successive steps. . .	The students will learn to consult the card catalog for the availability of specific A.V. materials, will learn how to fill out forms

HAVILAND LIBRARY MEDIA CENTER ROLE IN THE 7th AND 8th GRADE CURRICULUM:

To provide stimulating opportunities for all students to practice and apply what is taught in the classroom;

To offer instructional assistance to students through questions and suggested alternatives which will add to their inquisitiveness, help them solve their academic problems, and direct them toward learning how to learn;

To teach library skills -- locating library media, summarizing and recording information -- in the context of topics of study rather than as a separate exercise, and in conjunction with classroom teachers of the language arts, social studies, science, math and special area subjects;

To work closely with team teachers from all disciplines to help individualize the students' learning experiences;

To guide students, whenever and wherever possible, toward reading just for the joy of it. . . which is a fundamental force in the learning process.

The junior high school Library Media Center's program evolves through each grade tailored to meet the learners' experience, developing maturity, and thinking.

In order to implement the library role in the curriculum the following steps, involving specific library skills, are included:

PERFORMANCE OBJECTIVES

The Library Media Center and its services will be seen by the students as a ready resource for solving academic problems they encounter in the classroom.

The students will understand the meaning and purpose of each library skill, which is

(a) introduced through planned experience;
(b) developed systematically;
(c) applied in varied situations;
(d) re-taught as needed to maintain and extend the skill. . .

	PERFORMANCE OBJECTIVES
	correctly and accurately with the Call No. and Title for software retrieval from the Library Resource Center, and will learn -- first under supervision, then independently, how to use viewing and listening hardware.
4. Instruction in the use of Readers' Guide to Periodical Literature -- emphasized by individual library Reference Hunts; and instruction on how to fill out forms with information gleaned from Readers' Guide for the retrieval from the Library Resource Center of actual magazine articles. . . or through use of microfilm readers.	The students will learn how to use periodical indexes to discover what is available on a specific subject of interest and will further benefit by reinforcing the skill of extracting necessary information from reference sources.
5. Instruction in the use of general reference tools: almanacs; encyclopedias, atlases and globes.	The students will become aware of and familiar with reference tools presenting statistical facts; physical, topographical and political maps; and more or less concise facts on a wide range of topics. The students will acquire the correct habit of consulting indexes as a direct short-cut to the retrieval of information from general reference tools.
6. Basic introduction to the availability of specific reference tools: biographical dictionaries and encyclopedias; geographical dictionaries; science encyclopedias; math dictionaries; historical atlases; books of quotations (familiar, biblical, practical, historical, etc.); folklore dictionaries; books of synonyms, rhyming dictionaries; thesauri; poetry indexes, the Short Story	The students will become aware of the existence of reference tools which zero in on specific subjects, presenting facts in further richness and depth than in general encyclopedias. Through Library Reference Hunts, the students' awareness will be increased as they search through specific reference books to find specific answers.

Index -- and how to discover which stories are available in this library through a separate short story author card catalog. . . art, music, fashion, sports (etc.) encyclopedias and dictionaries. . .

7. Introduction to the Vertical File as a quick resource for non-book print information from pamphlets, newspaper and magazine clippings, etc.

The student will be alerted to a supplemental source of reference information for ready retrieval.

NOTE: All introductions to and instruction in the use of each library reference tool and media resource is followed by practice and application, planned cooperatively with teachers of English, Social Studies, Science, and other disciplines.

For continued practice and application, specific library skills are emphasized and reinforced throughout the school years to concur with evolving curriculum topics.

e.g. - 7th grade: New York State studies, Indians of North America; folklore; physical sciences, etc.

8th grade: American History, in-depth career investigation; biology, zoology, etc. etc.

The junior high library curriculum is flexible, continuously evaluated for affirmation or change by feedback from students, teachers and the school administration.

I GRAMMAR K - 3 "RELATED ACTIVITIES"

1. Have a small group of children sit in a circle. Ask the first child to name something, such as: a dog, a boy, a firetruck. The next child tells what the thing mentioned does, such as: barks, sings, goes to a fire. Continue around the circle until each child has had an opportunity to name both a subject and a predicate.

2. Print a set of cards with singular and plural nouns and a set of cards with singular and plural verbs, combinations of which may be used to form pattern I sentences.

Example:

Nouns	Verbs
a dog	roar
a cat	fly
birds	barks
lions	meows

Distribute the cards around the class. Ask one child who has a card to stand and hold his card so all may see it. Have someone read the word on the card. Then ask if anyone has a word on his card that may be put with the original word to form a sentence. Have the two children stand together with their cards. Encourage the class to decide whether the sentence is correct. When all are in agreement, write the sentence on the chalkboard with the correct capitalization and punctuation.

Example:

a dog barks
A dog barks.

3. Show the children a picture of a kitten and ask the children to tell what the kitten is doing.

Example:

The kitten is sleeping.
The kitten is dreaming.
The kitten is crying.

Then show a picture with two kittens and have the children tell what they are doing.

Example:

The kittens are playing.
The kittens are fighting.
The kittens are crying.

Expand the game by telling the children you are thinking about a puppy and ask them to tell what they think the puppy is doing. Then tell them you are thinking about many puppies and have the children give sentences which tell what the puppies are doing.

Help the children to listen carefully to all sentences given and to make corrections in agreement when necessary.

4. Write a sentence such as the following on the chalkboard leaving a space for the subject.

___________is in the toy box.

Have various children read the sentence filling in the blank. Then change the is to are and have the sentence read. Lead the children to recognize that when we change the verb from singular to plural we must also change the subject.

5. Write a rebus sentence on the chalkboard and read it to the children.

Example:

The   is tall.

Erase the picture and have various individual children draw other pictures which will make sense in the sentence. Have each sentence read.

Example:

The   is tall.
The building is tall.
The   is tall.
The man is tall.

6. Write a sentence pattern on the chalkboard, such as:

The ________ is ____________.

Ask the children to write the sentence on their paper using words in the blanks to make a meaningful sentence. Have a number of the children read their sentences. Lead them to recognize that many words may be used in the place of the blanks and each may form a meaningful sentence.

7. Set up a table in a corner of the room with a variety of pictures of pets. Stand the pictures in such a way that they may only be seen by standing behind the table. Choose a child to be the storekeeper. Have various children approach him to buy a pet. Encourage the children to describe the kind of dog, cat, bird, etc., that they wish to purchase, such as:

I want a small dog.
I want a yellow bird.

If the storekeeper has the kind of pet asked for, he should give that picture to the buyer.

8. Working with a small group of children, have each one choose an animal that he would like to be. Have each in turn tell what animal he is and do something that the animal would do. Have the others tell what the animal did, such as:

The dog barked.

Then lead the children into expanding the sentence through the use of an adverb by asking them to describe how the action took place.

Example:

The dog barked loudly.
The cat ran fast.

9. Write a sentence on the chalkboard leaving a space before the noun.

Example:

The ____________ leaves fell.

Read the sentence to the children and ask them to tell what kind of leaves might have fallen. After a number of acceptable responses, have various individual children fill in the blank as they read the sentence aloud.

Later write a sentence on the chalkboard leaving the blank after the verb.

Example:

The boy talked _________.

Have the children read the sentence telling how, when, or where the action took place.

10. Have the children play a question and answer game which involves reducing sentences to basic patterns. Orally give an expanded sentence and elicit the basic pattern.

Example:

The white rabbits played happily.

Q. Who played?
A. The rabbits played.

Then ask a child to give an expanded sentence and ask the question. The youngster giving the correct answer gives the next sentence.

11. Write an expanded sentence on the chalkboard, such as:

The spotted dog chased the gray cat.

Ask a child to go to the chalkboard and cross out the word that describes the dog and the word that describes the cat. Have the basic sentence read. Lead the children to recognize that the modifiers make the sentence more specific, but are not necessary to the sentence sense.

12. Choose a child to be the leader and ask him to perform a simple action for the group. Have a member of the group explain what the leader did, such as:

Jack walked across the room.
Mary took the pencil off the desk.

13. Write a preposition such as into on the chalkboard and discuss its meaning with the children. Then ask them to use the word in a sentence.

Example:

The man ran into the house.

Elicit some other prepositional or conjunctive phrases that might be added to the basic sentence, such as:

The man ran to the store.
The man ran because it was raining.
The man ran onto the grass.

14. Using words from the children's reading vocabulary, write a "scrambled" sentence on the chalkboard. Ask the children to rearrange the words into a meaningful sentence, either a statement or a question. Have individual children give the correct sentence orally.

Example:

sad cat is the.
cutting the she is cake.
boats I like to sail.

15. Working with a small group of children, choose one to be the leader. Direct the group to close their eyes while the leader hides an object behind his back. Have the group open their eyes and ask questions of the leader until someone guesses what is hidden. As the children gain proficiency, lead them into asking category questions which lead them to a specific item.

Example:

Is it a toy?	Yes.
Is it red?	Yes.
Is it a ball?	No.
Does it have wheels?	Yes.
Is it a firetruck?	Yes.

The child who guesses correctly could be the next leader.

16. Have the children explain how they choose the words to answer questions. Lead them to see that many times they use the words of the question and change them around. Write an example on the chalkboard.

Can the boy ride a bicycle?
The boy can ride a bicycle.

Discuss other ways in which a question may be changed to a statement, such as by dropping the auxiliary word.

Example:

Did he get the basketball?
He got the basketball.

17. Have each child write a question. Direct the group to change papers with their neighbor and to change the question into a statement. Have the questions and statements read. Discuss any controversy or errors.

18. Sit in a circle. Each child adds an adjective to a simple familiar object and must repeat the ones before.

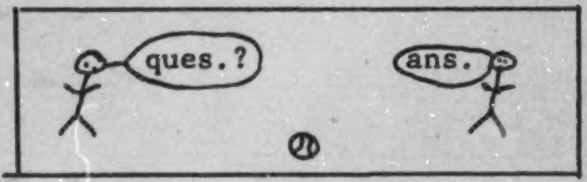
19. Write some sentences on slips of paper. Child picks one and reads it three ways - as a question, all excited, and as a statement. Children decide which way is best. Child who is "it" holds up card to show ? ! or .. Pick next child to take turn.

20. A child pantomimes an action. The other children must use his or her name and tell what they did. The name represents subject. What they did represents verb (predicate).

21. Declarative and interrogative sentences - Needed is a large piece of drawing paper folded to make four boxes. In each box (on blackboard) three pictures are given - two people and one object. The activity consists of one of the people asking the other a question about the object using word bubbles. The second person

gives the answer.

Example:

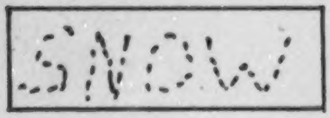


22. After a discussion of what an adjective is, write a very simple sentence on the board. Example - I see a cat. Then embellish the sentence, making it as descriptive and/or ridiculous as possible. Try to have as many pupils as possible add one adjective. The sentence might end up like this - I see the big, black and white, silly, mouse-eating, dancing cat.

23. The children stand in a circle with a leader in the middle. The leader spins around, stops and points to the student facing him. The leader names a subject and then quickly begins to count to 20. The player must state a fact about the given subject in a complete sentence, before the leader finishes counting to 20. If the player states his fact correctly, he becomes the new leader.

24. A fun activity as a follow-up to teaching nouns is an illustration of some nouns using the object in the illustration or a particular color that is associated with an object. These make a good bulletin board display.

Example: snow



This would be white on blue - child would use snow flakes in drawing.

25. Using nouns, verbs and describing words - Creative writing of cinquains: The form of a cinquaining gives the child practice in using the types of words referred to above. The form of a cinquain is as follows:

NOUN

____Adj.________, ____Adj.________;

__Verb____ ____Verb____ ____Verb____

← Feelings →

________ ________ ________

1. Present to the child pictures and drawings of people involved in various activities. Ask questions about the reasons for the behavior, dress, equipment, and other details of the picture. Help them to see that people act within or respond to various situations according to what they consider appropriate. Be sure the children understand that what people do is determined many times by arbitrary standards of society, and occasionally by necessity.

2. Present to the children materials in which there are several objects alike, with one item different. Have them determine which article is different, and have them explain their reasoning. Pictures, slides, films, or other media may be used.

3. Use magazine advertisements containing incongruous situations to help the children verbalize their awareness of what is out of place.

Have the children make up their own pictures or stories of incongruous situations and explain them to the class.

4. Have the children bring comic strips and cartoons to class which have captions or drawings illustrating incongruity as a form of verbal humor. Discuss these to be sure that the children understand just what makes them funny. They may see children using adult vocabulary, adults saying or doing childlike things, responses to situations which seem "out of place," animals speaking or acting with human abilities.

5. Have the children bring to class, or write, riddles and limericks whose humor is based on unexpected or incongruous rhymes or responses.

6. Have the children listen to recordings of voices in which they will be able to hear various dialects being used, e.g. Southern, New York, New England, Texas. Help them to determine the ways in which their own pronunciation differs from what they have heard. Discuss unique examples of pronunciation for the area in which they live. Show by example that there are variations in dialects and that these variations are within the range of "acceptability."

Ask the children to think of people who speak regularly to the entire country and thus must speak in a manner readily understood by all. Have the children compare the recordings previously used to recordings of national news broadcasters. Help the children to see that the speakers who are to be comprehensible to everyone in the country must speak without the more obvious characteristic of any dialect group.

7. Discuss with the children the reasons why it is better for the people of a region to speak the same dialect.

Help the children to see that when they speak in a manner familiar to their parents, teachers, and friends, they can be easily understood, their speech will not appear incongruous to the people they respect, and their speech will have general social approval.

8. Have the children create a list of as many ways as possible of telling someone that they do not have anything in their hands. Their responses, with the teacher's encouragement, could be something like the following.

I don't have anything....
I don't have nothing....
I don't got anything....
I got nothing....
I don't got nothing....
I haven't anything....
I have nothing....
I do not have anything....
I ain't got anything....
I ain't got nothing....
etc.

Discuss with the children which ones are those which they might say, which are heard most often, if they all seem to say the same thing, if any one is better than another (and why), what kinds of people would be most apt to say each one (and when).

Using the mathematical equation 2 + 2 = 5 as an example of incorrectness, ask the children whether any of the above statements can be considered incorrect for the same reason (or are they all "correct" in that they describe the situation with some accuracy). Use this idea to reinforce the earlier notion that language correctness is really appropriateness. Help them to see that some statements are considered "correct" because they take the form usually used.

9. Help the children to see that most of what people say is acceptable to everyone and is therefore called standard. There are, however, some words and phrases which are "nonstandard." Have the children listen to others outside of school (on TV, in stores, on the playground) and collect samples of usages they consider nonstandard. Discuss them in class.

Note to teacher: The concept of nonstandard needs to be handled carefully. The non in nonstandard means that the speech is different and not necessarily wrong.

10. Frequently read stories and poems to the children. Discuss words which may be unfamiliar and encourage the children to use these words in talking about the story.

11. Place on the table a number of items such as a piece of cotton, a ball of clay, a stone, a paper clip. Have the children handle these and tell whcih are soft and which are hard.

12. Have children act out words as you say them. Use such words as hop, jump, bend over, look up, look down, and stretch.

13. After class discussion write an experience chart with the children. Encourage them to include new words met through the discussion. Provide opportunities for the children to read the completed chart.

Point out words that appear in the reading lesson whichhave previously been encountered in class discussion or story time. Review with the children meaning and usage of these words.

14. Discuss with the children words found in labels, advertising, and neighborhood signs. Encourage them to use these words in making signs for their play store, village models, and bulletin boards.

As children discuss programs they have watchedon TV, make note of words which may be unfamiliar to most of the class. Put these words on the chalkboard and discuss meanings and usage with the children. Ask children to listen for these words in future TV shows.

15. In class discussions, encourage children to tell exactly what they mean. Have them substitute more precise language for the indiscriminate use of such terms as this thing, that, and it.

16. In introducing a story in the reading lesson, write the new words on the chalkboard. Refer children to pictures in the story which illustrate these words. Have them give the meaning of each word using the pictures as references.

17. As children apply phonetic and structural analysis skills to name unfamiliar words in their reading, have them check their identification of the word by putting it in context. After the word has been named, the entire sentence should be reread to see if it makes sense.

18. Write on the chalkboard a sentence from the reading lesson:

The clowns in the circus are funny men.

Help the children see how the author described clowns in the sentence so that the reader would know what they are.

19. Write on the chalkboard a sentece from the reading lesson as, for example:

The tiger looked ferocious, but was really friendly.

Lead children to see that the signal word but indicates an opposite meaning. Ferocious, therefore, would mean the opposite of friendly.

20. Write on the chalkboard a word from the reading lesson such as glasses. Ask the children for sentences using this word. Write the sentences on the chalkboard as they are given. Have the sentences read and the meaning for the word glasses given for each. Elicit from the children that sometimes they can't decide what a word means until they see it in a sentence. Direct them to the sentence in the reading lesson in which the word is used. Have the sentence read and decide which meaning applies in that particular sentence.

21. Have children skim through a story to find different words the author used for a word such as said. List these on the chalkboard.

explain to the children that these are all synonyms for said. Ask them for other synonyms of said. Add these to the list.

22. In discussing a story read, list key words on the chalkboard. Discuss the meaning of these words and then have children think of words which would mean just the opposite.

23. Write on the chalkboard:

Bruce was glad to get home.

Elicit from the children that in this sentence home denotes the place in which Bruce lives while it connotes safety, warmth, and comfort. Draw children's attention to words in the reading which have specific meanings and words which have inferred meanings.

24. Write on the chalkboard a word from the reading lesson which contains a prefix. Such words as unhappy and remake may be used. Have the root word underlined and discuss its meaning. Ask the children to find the sentence in the story in which the word was used. Have this sentence read and discuss its meaning. Lead children to the understanding that the prefix changed the meaning of the word. List other words with prefixes un or re on the chalkboard. Show children how the use of these prefixes helps us to increase our vocabulary.

25. Write on the chalkboard new words from the reading lesson:

Examples:

digging careless happily

Help children to understand the new word through recognition of the root word. Discuss the meaning of the root word and the suffix. Try out the meaning of the new word in context. Lead children to see how vocabulary is increased through use of suffixes.

26. Write on the chalkboard words from the reading lesson:

watchmen something railroad

Lead children to an understanding of the meaning of the new word through application of the meaning of the two words from which it is made. Try the meaning out in context to see if it makes sense.

Note: At this level most compound words met should carry the meaning of the words contained in them.

27. Present a sentence from the reading lesson such as the following:

The wind whistled through the trees.

Ask the children to tell why they think the author used whistled in this sentence. Lead them to the understanding that use of metaphor gives more power and meaning to a sentence.

Similarly present and discuss use of simile when encountered in the reading.

28. After silent reading and general discussion of a story, direct children's attention to a section which is particularly descriptive. Have them find words in this section that help us better see, feel, or hear what is being read. List these on the chalkboard as they are given. Discuss reason why the writer used these words.

29. Word games may be used to provide opportunities for children to practice vocabulary.

A simple verson of charades might be used. A child is chosen to be "it". He is given a slip of paper on which is written a phrase to be acted out such as jump high, walk quickly, shake a book. The class then tries to guess from the action what phrase was written on the paper. The first child to guess correctly becomes "it".

30. Another game might involve word substitution. The teacher writes on the chalkboard a simple sentence: Bill ran to the store. Children would be called on to substitute a word for the underlined word.

. Simple crossword puzzles may also be used.

31. Divide the letters of the alphabet into four sections:
a-d e-l m-r s-z

Give students drill in letters that come before other letters.

-b-d-f-h-t-n

It is important that students know the alphabet other than rote memory of a-z.

As children learn new words, they may illustrate them and make their own picture dictionaries. Practice in alphabetical sequence is provided as they alphabetize these dictionaries.

32. As unfamiliar words are encountered in the reading, help children to find them in the glossary or dictionary and to interpret the definitions given.

33. Theme - Lollipops. On board is put a color. Child is to cut and paste a lollipop of that color and then choose from a list of words the flavor that corresponds to color and put in sentence.

on board

etc.

lime
lemon
cherry etc.

Finished paper

a red lollipop	
is cherry	

etc.

34. To understand synonyms, students are given newspaper articles or a section of a reading story and asked to rewrite the main ideas using synonyms. This encourages the students to read for meaning. To enhance the understanding of main idea, the students could next develop the plot of their article through the use of illustrations or a comic strip format.

III MECHANICS K - 3 "RELATED ACTIVITIES"

1. Have children use a red and green crayon for their writing papers. Make the first letter of the first word in each sentence green (go - like a traffic light) and the period of each sentence red (stop - like a traffic light). The rest of their writing is in pencil.

2. Each child writes a letter to his parents.emphasizing correct spelling, punctuation, and use of capital letters. Each child will also correctly address an envelope to his parents.

3. To reinforce correct punctuation and use of capital letters have students compose ten original sentences. Have them also label and identify the noun, verb and adjective of each sentence.

4. Put scrambled sentences on the board. Have students write each scrambled sentence correctly with emphasis on correct punctuation for each.

5. Dictate sentences that have internal punctuation.

Example:

1. A dog, cat, and cow walked down the road.
2. The pickle was crisp, sour, and green.
3. We drove to the mountains, unloaded our baggage and then went skiing.

6. Give students a simple written paragraph without punctuation. Students are to rewrite putting in proper punctuation and capitalization.

7. Write on chalkboard dates for various national holidays. Have children copy them, but tell them to abbreviate the names of the months.

8. Give children a set of statements. Children are to use the same words as much as possible but change to questions.

Example:

The boy went home.
Did the boy go home?

Also, questions can be changed to statements.

9. Give children examples of correctly and incorrectly capitalized names and street addresses. Ask them to choose the correct examples.

10. Give children a set of sentences with first word missing. Children are to complete sentences remembering to capitalize.

Example:

______________can fly.

V WRITTEN EXPRESSION K - 3 "RELATED ACTIVITIES"

1. Think of various things pertaining to the children within the classroom and ask questions by singing.

Example:

Who has brought a coloring book?
"I have brought a coloring book."
Who is wearing a blue dress?
"Sally is wearing a blue dress."

2. Occasionally, provide the children with practice in formulating complete sentences. Ask them simple questions based on their reading or experience. Lead them to express their answers in complete sentences.

Example:

Q: Where was the dog?
A: In the yard.
Complete sentence: The dog was in the yard.

Q: Who painted the picture?
A: Joan.
Complete sentence: Joan painted the picture.

3. Have a child relate an experience. As he tells his story, write it on a chart in complete sentences. Then have the children read the story orally.

4. On the chalkboard write sentences with missing parts.

Example:

__________________went home to play.
John saw ____________.
Did the class _____________?

Have the children suggest words which will complete the sentences.

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5. When the children are able to write sentences using time, place, result, and cause words, provide them with incomplete sentences, preferably from their own work.

Example:

Because he did not go
Until the story ended
After the class finished the game

Have the children discuss why the groups of words need more information. Have them develop complete sentences from the incomplete ones.

Example:

Because he did not go, he did not see the animals.

6. Print on chart paper several stories using run-on sentences. Read these stories to the children, stressing the run-on character of each. Make it a breathless reading to emphasize the point. Then have good readers reread the story, showing by voice where each sentence begins and ends. Have the children rewrite the story, breaking it into sentences and omitting and when they think it preferable. Reread the children's revisions, asking the children to comment on them.

7. Divide the class into two teams. Have one team give the name of a person and the other team respond by telling what that person does. Write these on the chalkboard and lead the children to see that they are complete sentences.

Example:

Bob runs.
Mother cooks.
The teacher talks.

8. On the chalkboard list groups of words, such as the following:

draws a house
plays the game
the class

the teacher

At their seats the children should write a noun* or verb* to complete each sentence. Then write on the chalkboard the two labels: nouns and verbs. Have the children come to the chalkboard one at a time and list under each heading appropriate words from their sentences.

9. Give each child an envelope containing individual words taken from a reader.

Example:

Nouns: dog, toy, girl
Verbs: ran, broke, looked
Basic sight words: the, to, a, at

Have the children write as many different sentences as they can, using the words in the envelopes. Have the children read their own sentences and discuss whether or not each sentence is complete.

10. Prepare phrases or goups of words on strips of colored paper. Prepare like phrases on paper of like color.

Example:

the boy, a dog, two children (nouns - on red paper)
ran, walked, played, hurry (verbs - on blue paper)
to the store, up the hill, in the yard, playing with a ball, going to school (phrase groups - on yellow paper).

Have the children, in groups, compose four or five sentences at their desks, using the colored strips of paper.

11. Give each child a card with a large question mark on one side and a large period on the opposite side of the card. Read some declarative and interrogative sentences. After each sentence has been read, have the child hold up the side of the card with the correct punctuation mark showing.

Encourage the children to differentiate between the sentences that tell and the sentences that ask** which they encounter in their reading.

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* The teacher will wish to use formal terminology when the children are ready. The terms selected should be consistent in grades K-12.
** The terms declarative and interrogative should be introduced as soon as the child is ready for them.

12. Set up a display board with pictures. Have the children discuss the pictures. Write such questions as the following on the chalkboard.

What is the girl in the picture doing?
What holiday does the picture suggest?

Read the questions, emphasizing the significance of intonation in asking questions. As the children answer a question, write the answer opposite the question on the chalkboard. Have the children read the questions and the answers.

Note: As soon as the children begin to write sentences, illustrative material should, whenever possible, be taken from their own writing.

13. Provide the children with a number of unpunctuated sentences, such as the following:

Is the boy here
The boy is here

Have the children punctuate the sentences and discuss why they punctuated as they did.

14. Have each child read part of a story silently. Then have each child write a question about his story and exchange books with his neighbor. Have the neighbor find the answer, record the page number, write a sentence answer in his own words, and then return the book and answer sheet to his partner for correction.

15. Distribute word lists. Have children cut them up and arrange them into telling sentences; or, present on the chalkboard scrambled sentences to be rearranged so that complete thoughts are expressed.

Example:

home ran boy The
me dog chased The

16. Have the children revise sentences taken from their reading and writing; instruct them to rearrange the parts without losing the meaning:

Example:

When the cereal bowl fell off the table, the boy jumped.
Wrong: When the boy jumped, the cereal bowl fell off the table.
Right: The boy jumped when the cereal bowl fell off the table.

17. Write three or four sentences on the chalkboard such as the following:

John wants to read the story.
What does John want to read?

Have the children read the sentences aloud. Ask the children which sentence is a question. Ask them how they know. Assist the children to understand that word order can tell us that a sentence is a question.

18. After the children have read a story, have each one write two or three questions about the story. Have the children exchange papers and revise the questions, making them into declarative sentences.

19. Write on oaktag such words as: ugly, tall, purple, tinkling, soft and creaky. Write sentences on the chalkboard and have a child come forward to place the oaktag in its proper position.

Example:

The ______ Empire State Building overlooks New York City.
(tall)
The __________ bell sounded in the wind.
(tinkling)

20. Lead the children to understand the concept of the adjective by having the children supply other words which describe the subject.

Example:

The big man gave a speech. (large, enormous)
A juicy apple was in the bowl. (sweet, delicious)

21. Elicit from the children a list of adjectives. Then have the children write sentences using these adjectives. The sentences may be read orally by the children and the use of the adjectives discussed.

22. Ask the children to add a word to sentences places on the chalkboard.

Example:

John ran __________. (how) fast, quickly
John ran __________. (when) yesterday, lately
John ran __________. (where) here, there

Have children experiment by seeing if they can place the adverb in different locations within the sentence.

23. At news time, have each child write one simple sentence telling what he saw or heard on the way to school.

Example:

I saw my friend's bike.
I heard a robin.

Write one of the sentences on the chalkboard. Ask the children if they can add phrases to the sentence to make the idea clearer. If necessary, provide a clue by writing a basic sight word at the end of the sentence. Write the children's suggestions on the chalkboard.

Example:

on my way to school
in a tree
under a tree

Have the children rewrite their own sentences, adding words which tell more about the event.

24. Discuss concepts of above, below, beside, etc. Have the children mention items in the classroom and add phrases which locate the item discussed, such as the following:

The clock is above the door.

Then have children write sentences which tell the location of various items in their environment.

25. Prepare a bulletin board display of the common prepositions used by the children in their speech. Periodically, have the children add phrases to sentences by using the "basic sight words."

Example:

He went up _____________.
The boy jumped into ___________.
The class will go to ____________on __________.

26. Write pronouns on pieces of oaktag. Using sentences on the chalkboard, have a child come forward and place the correct oaktag under its corresponding noun.

Example:

Mary and John went to the window.
(She)   (He)
    (They)

27. On the board compile with the children a list of hobbies and interests of the class. Place the name of the child after the item mentioned. Have the children write sentences:

Example:

Marvin likes science.
He likes science.

Mary collects seashells.
She collects seashells.

28. Reinforce the concept of the pronoun by having the children supply specific nouns for pronouns in sentences.

Example:

They will go to the zoo.
Tom and Dick will go to the zoo.

29. Have one child perform an action, such as walking to the door. Have each child write a sentence to describe the action.

Example:

John walked to the door.

Have the same action repeated by another child. Have the children write another sentence.

Example:

Mary walked to the door.

Have one child read his sentences while the teacher writes them on the chalkboard as follows:

Mary walked to the door. John walked to the door.

30. Prepare pieces of oaktag with connectors - such as and, or, but - written on them. Have a child come forward and place the appropriate oaktag in a position which connects the two simple sentences.

Example:

Mary walked to the door, and John walked to the door.

Now have the same two children repeat the same action together, while the other children write a sentence which describes the action. Have the children read their sentences. Write them on the chalkboard.

Example:

Mary and John walked to the door.

As the children use the connectors, call attention to the meaning changes effected by the various connectors.

31. After reading a story, have the children answer such questions as: What two things did Dick learn by his experience? Have the children write simple sentence answers for each thing Dick learned.

Example:

He learned to be honest. He learned to work hard.

Have the children combine the two sentences.

Example:

He learned to be honest and to work hard.

Have the children combine simple sentence answers about the actions.

Example:

Lassie walked many miles. Lassie found her home.
Lassie walked many miles and found her home.

32. Place many different objects on a display table: pictures of fish or birds; a stone; a piece of cotton; an aquarium; a bird's nest. Have the children look at the objects and discuss the likenesses and differences.

Example:

Fish and birds are living things.
The stone and the cotton are round.

Next, have the children discuss how the sentences which show how the two things which are alike in their first sentences are also different.

Example:

Fish swim under water, but birds fly in air.
The stone is hard, but the cotton is soft.

Have the children discuss how the sentences compare or contrast. Lead them to see the differing functions of and and but. Draw attention to the use of the comma.

33. A class has planned for a special occasion such as a party or parental visitation. Have the children discuss the events from beginning to end. As the discussion proceeds, have each child write out complete sentences describing the occasion. When the discussion and writing are complete, have children read their sentences for sequence and detail.

Example:

Tomorrow is Parents' Day.
We shall meet them at the door.
We shall bring them to our room.
They will look at our work.
They will ask the teacher questions.
We shall show them to the door.
We shall say goodbye to them.

Have the children rewrite the sequence combining the sentences which seem to go together.

34. Provide a list of words on the bulletin board, such as:

Time: when, until, after
Place: where, there
Reason: because, so that
Result: then, as a result

After the children have read a story, ask them pairs of questions, such as:

What was the last event in the story?
What happened just before the last event?

35. Write the answers on the chalkboard in the form of two simple sentences.

Example:

The children picked up the books.
The mother came home. (After)

Ask the children to use subordination to combine the two sentences by using the word in the parentheses.

Example:

After the mother came home, the children picked up the books.

Reason: Provide an opportunity for the children to discuss what they would do in an unusual circumstance, such as:

What would you do if you lost your lunch money on the way to school?

Elicit statements of proposed actions and reasons for actions and write them on the chalkboard.

Example:

I would borrow some money.
I have to eat lunch. (Because)

After the discussion, have the children write single sentences giving reasons for their solutions to the problem.

Example:

I would borrow some money, because I have to eat lunch.

For some students this might offer an opportunity for writing an entire paragraph.

Note: Draw attention to the function of punctuation when combining sentences by subordination.

36. For an important classroom occasion, have the children write an invitation. After they have discussed the necessary information, have the children decide how they will word the invitation. Write their dictated sentences on the chalkboard.

Example:

The ______grade is having a Halloween party.
It will be in our classroom.
It will be on Wednesday afternoon.
The time will be at two o'clock.

Then ask the children if the second sentence can be added to the first sentence; if the fourth sentence can be added to the third. If necessary, provide a clue by writing the basic sight words after the sentence. Lead the children to rewrite the sentences.

Example:

The ______grade is have a Halloween party in our classroom on Wednesday afternoon at 2 o'clock.

37. Present to the children a series of pictures of characters whose

facial expressions indicate feelings of happiness, sadness, or surprise. Have the children suggest exact words or groups of words which describe the expressions, such as: laughing, crying, smiling, surprised. Then have the children write a sentence, using one of the words.

Example:

The man is surprised.
The girl is crying.

Following this, have the children describe the subjects in written sentences which use phrases.

Example:

The man's mouth is open in surprise.
Tears are coming down the girl's face.

38. Have the children select from their reading textbooks as many phrases as they can to describe the actions of a character. Have the children write sentences describing these actions in their own words.

Provide the children with four or five phrases which elicit mental pictures, such as:

blocks on the floor, soaking wet leaves, crisp lettuce, a gloomy haunted house

Then have the children write a sentence for each phrase.

Example:

George became angry when he saw the clothes thrown on the floor.

39. Have the children examine and discuss various pictures. Lead them to compose sentences which tell about the pictures. Write the sentences on chart paper and post them on the bulletin board with the pictures.

40. Read an unfamiliar story to the children. After general discussion of the story, help the children compose sentences which tell what the story was about. These may then be illustrated and used for a bulletin board display.

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41. Provide the children with a paragraph from which the topic sentence has been deleted. Have the children read the paragraph and write a sentence which expresses the main idea. Compare their sentences with the deleted one.

42. Write a topic sentence such as the following on the chalkboard:

Dogs make good pets.

Discuss the statement with the children. Then have them draw pictures which exemplify this sentence. Help the children to decide which of the pictures relate to the main idea.

43. Give children a list of sentences, such as:

My favorite food is ice cream.
I like ice cream on pie.
I like cherry ice cream the best.
Next week we are going on a picnic.
My brother lost his ice cream cone.
On Saturday I can't wait for the ice cream man.

Have the children select from the list only those sentences which they would put in a paragraph entitled "My Favorite Food." Next, have the children write the title and use the selected sentences to write a paragraph. Project samples on a screen, or provide duplicate samples. Lead the children to understand the skill of writing about one main idea.

44. Provide the children with paragraphs containing one or two sentences which are unrelated to the main idea. Have the children cross out the unrelated sentences. Have them discuss their reasons for eliminating these sentences.

45. Above a short paragraph, list linking expressions such as: then, finally, as a result. Have the children rewrite the paragraph using appropriate connectors.

Example:

Jane wanted to make a cake. Her mother helped her. They followed directions carefully. The cake tasted good.

Jane wanted to make a cake. Her mother helped her. They followed the directions carefully. As a result, the cake tasted good.

Lead the children to understand how these linking expressions help the sentences "stick together."

46. Review a familiar story with the children. List on the chalkboard, in sentence form, incidents from the story as they are mentioned by the children. Then, write time signals such as first, next, later, and finally on oaktag cards. Have the children match the cards to the list of events. Lead them to understand how the time signals help us to understand the story.

47. After a heavy snowfall have the children discuss how a snowman can be made. Have them list the steps. Review each child's list and have him number the steps in the correct order. Then have the children write paragraphs using time signals, such as: later, now, then, next, first, at first, second, last.

48. Read to the children a particularly vivid story which is developed chronologically. Write the title on the chalkboard. Then assist the children in listing the specific events of the story in the order in which they took place.

49. Show a picture such as a child being left behind by the school bus. Discuss the picture, by asking questions: What has happened to the child? Why do you think he missed the bus? Help the children select and arrange the ideas in chronological order. Younger children might write the story as an experience chart.

50. In the middle of a sheet of paper, have the children write a sentence such as:

The toy soldiers began to march toward the block castle. Have the children write two or three sentences which tell what happened before the given sentence. Then have the children write two or three sentences which tell what happened after the given sentence. Ask the children to write a one-sentence title for their stories. Now have the children write their stories in paragraph form using connectors and time signals.

51. Display or project a set of pictures showing the metamorphosis of a butterfly or seasonal changes in the leaves of trees. Next, help the group develop a one sentence caption for the set of pictures. Then have the children write three-to-five sentence paragraphs describing the sequence of change.

52. Tell, or have a child tell, the class a story which leads up to but does not include an ending. Tape the story as it is being told. Then have the children suggest endings for the story. Write their suggestions on the chalkboard. Play the tape recording and have the children listen for specific causes in the story which lead to a particular result. Have them decide which of the suggested endings would therefore be best. Tape this ending onto the story.

53. Provide the children with unordered sentences, such as:

The snow was very deep.
The car got stuck.
The snowplow had not yet cleared our street.
Father drove the car out of the driveway.

Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write the paragraph using appropriate connectors.

54. Provide pairs of pictures which show before and after, or cause-and-effect themes, such as:

A picture of a child standing near a puddle; a picture of a second child splashed with muddy water.

Then have the children match the cause picture with the effect picture. Assist the children to write sentences which explain what might have happened between the first and last pictures.

55. After the children have read and discussed a story which has a cause-and-effect pattern, ask them to think of a time when they, like the main character in the story, felt happy, excited, or afraid. Have them write at the bottom of their paper a sentence telling how they felt. Then ask them to list above it the events which caused this feeling and explain why they felt as they did. Have them write a paragraph using this list and final sentence.

56. Write a list of titles such as the following on the chalkboard:

The Tree Died
The Subways Stopped Running
Thr River Overflowed

Have the children write paragraphs explaining the cause of these events.

57. Cut oaktag into the patterns of a circle, a square, a triangle, and a rectangle. Prepare a display on the bulletin board. Next, ask the children to suggest objects in the classroom which are similar in shape to each of the oaktag figures, such as, the clock, a table top, a block, a musical instrument. Then have the children bring to class pictures of objects which are shaped like the oaktag figures. Tack these pictures under the oaktag figures. When a number of pictures has been accumulated, have the children group the pictures by subgroups, such as color, value, and function.

58. Write on the chalkboard an uncategorized list of animals such as: dogs, elephants, canaries, grasshoppers, cows, whales, guppies, hamsters, salmons, wasps, bears.

Then write a list of characteristics or qualities that may be attributed to various of these, such as: eat meat, swim, fly, make good pets, are wild animals, run fast. Have the children write sentences grouping the animals according to the characteristics and qualities suggested.

Example:

Dogs and bears eat meat.

59. Write on the chalkboard sentences containing context definitions, such as:

There were many books in the library.
The blacksmith was hard at work making horseshoes.
The horse trotted alongside the moving car.

Ask the children if they can tell what the underlined word in each sentence means. Lead them to recognize that we can tell what these words mean because of the other information in the sentence.

Then, write on the chalkboard a list of familiar words, such as train, forest, king, and sled. Ask the children to use each of these words in a sentence defining them through "context."

60. Read two poems, one about summer and the other about winter. Discuss the differences between summer and winter. Have the children find pictures of these seasons, and point out the similarities and differences. Lead the children to compare sentences which illustrate these similarities and differences. Write their sentences on chart paper and post them on the bulletin board with the pictures.

61. On the chalkboard list in two columns the children's reactions to questions such as:

What do you do on sunny days?
What do you do on rainy days?

Then have the children decide on a topic sentence and write a paragraph using two or three details from each column.

62. Have the children select two subjects which are similar, such as: a lighted candle and an electric bulb. Lead the children to see such differences as material, output, and source of light. Then have the children suggest such similarities as appearance and function. Finally, have the children write paragraphs following these general directions.

Decide upon a specific topic.
Begin the paragraph with a sentence that tells how the two subjects are alike or different.
Write two or three sentences about each subject.
Decide on a title.

63. Write on the chalkboard a very general statement of a topic, such as:

There are many interesting things around us.

Lead the children in listing the interesting things they see around them.

Examples:

Bats
Freight trains

Then have the children choose one subject. Elicit phrases suggesting specific qualities of the subject and write these on the chalkboard.

Example:

Freight trains:
  Contents of the cars
  Destinations
  Colors and shapes of cars
  Railroads represented

Help children to understand that the topic is general, the subjects are less general, and the qualities of each subject are specific. Finally, have each child choose a subject, list some of its qualities, and write a paragraph following these general directions.

Begin with a statement of the topic.
Indicate the subject.
Use details to describe the subject.

64. Display two pictures of such things as spinach and ice cream. Ask children to supply words which express their attitudes toward each thing.

Example:

Spinach	Ice Cream
hate it	like it
avoid it	hunt for it
slimy	creamy
sour	sweet

Help the children to understand how the choice of words can reveal one's attitude towards the subject.

65. On a styrofoam meat tray have each child illustrate his favorite poem. Use fine-line magic markers of various colors. When task is completed bake trays in oven at 225 for 2 to 3 minutes. Trays will shrink considerably. Punch a small hole in object and attach string to make a necklace. These are called shrinkeys. Children can take turns talking about their illustrations and the meaning of their poem.

66. Writing sentences - When the children first start to write sentences independently give them a subject and verb.

Example:

He is
They will

This helps them to express a complete thought.

67. Write little stories in connection with seasons, real experiences or unit topics. As stories progress tape some on recorders to play back for class. Read to other grades.

68. Blindfold children and have them feel items in a box. Children are to choose one of the items to write about. Children will use their senses to help decide what item is.

69. Writing a March story. Have available about six story starters on the subject. These are good quality pictures mounted on oaktag. An appropriate unfinished sentence is printed under the picture. This oaktag mounting is then covered with saran wrap to make it special. Children then finish the sentence. Complete a story and have a title.

70. Make a filmstrip on the life of Lincoln or anyone important in history and correlate research with Social Studies. Organize facts in sequential order. Draw pictures and write captions. Filmstrip is shown with opaque projector.

VI VERBAL AND NON-VERBAL EXPRESSION K - 3 "RELATED ACTIVITIES"

1. Read to the children a list of countries or cities and then ask them to identify a particular one. Give the directions before the list has been read, but refrain from repeating the directions or the list. For example:

Listen for the name of the second country I mention
Japan - France - China - Russia - Italy

Listen for the name of the city that starts with the sound (b)
Poughkeepsie - Albany - New York - Buffalo

Items other than cities or countries can be used in this activity. For example, the children might be asked to listen for items that are found in school, or words which should begin with a capital letter. Give enough exercises for the child to experience and discover the advantage and importance of purposeful listening.

2. Give the class simple directions for activities which involve three things to do. For example: Clap your hands twice, hop twice, and jump twice. While one child is performing, have the others check his performance against the given directions. Repeat the activity, having some of the more successful children execute the direction in reverse.

3. Ask one child to describe something which he holds in his hand or which he sees in the room as the other children close their eyes and listen for details in an effort to guess what it is. In the event that no one can identify the object after the speaker has exhausted his verbal descriptions, invite the listeners to ask questions which can be answered "Yes" or "No". The child who first correctly identifies the concealed object wins the opportunity to replace the speaker.

4. Invite a community helper, or the school secretary or custodian, into the class to tell the children about his or her job. In the discussion that follows the visit, help the children to determine what this person's job is. Have them draw a picture of this person at work and make up titles for the pictures.

5. Read to the class some short poems with titles of one or two simple words. Then encourage the children to suggest titles for each selection that are appropriate to the main idea of the poem. List the suggestions on the board as they are given. Evaluate each title as it is suggested. If there is a difference of opinion among the children, ask the children to support their choice by citing references to the content of the poem. Allow the class to make a decision. When only the most appropriate titles remain and a decision has been made, reveal the real title of the poem to the class and compare it to the one they chose. After the group has gained experience with this exercise, introduce longer poems with more sophisticated titles.

6. Read to the class several short paragraphs involving a sequence of events. At a climactic point in the passage invite the listeners to predict the next event and the final outcome. List all reasonable suggestions on the chalkboard. Have the children discuss the relative possibilities of each suggestion before deciding on the most probable turn of events. Then conclude the activity by reading the rest of the passage and revealing to the class what actually happened.

7. Read a short story, leaving out the beginning paragraphs, as well as the ending ones. Ask the class if anything was wrong with the story. What was wrong? What was needed to make the story easy to follow, as well as easy to understand? Then, read the entire story, pointing out the necessity of a beginning, a middle, and an end.

8. Read a story to the class. Then without reading the story a second time, show the children a jumbled series of illustrations that depict scenes, characters, and events from the reading. Have the children arrange the pictures in their proper order according to events in the story. If such a picture file is not available, pictures from old, to-be-discarded story books can be used for this purpose.

9. Have the class pantomime a nursery rhyme. Then reverse some aspects of the order and discuss the effects with the class.

10. Read aloud the following:

> Johnny ate breakfast, went to school, woke up, and got dressed.

What's wrong with the sentence? Why is it wrong? How can it be fixed?

11. Read aloud a paragraph in which there is one sentence which is unrelated to the others. Have the children discover the unrelated sentence and have them give reasons for their choice and/or substitute a sentence which is related to the main idea.

12. Write the following words on the chalkboard and read them to the children:

ball, hit, the, Jack

Ask the children to orally arrange the words so that they make sense. The three best arrangements (Jack hit the ball.) (The ball hit Jack.) (Hit the ball, Jack.) should be discussed in terms of the relationship between the word order and the meaning.

13. Read a story to the class. Ask what the main idea of the story is, and have the pupil support his answer by citing parts of the story. Lead the pupil to understand the relationship between the support and the main idea.

14. Direct the children to draw a picture of a house, a school, a skyscraper. Have the children compare their pictures discussing the differences found. Lead them to see that often our interpretation of what we hear is related to our own experience.

15. Play "If I Were..." Have the children complete the statement with the name of a plant, an animal, an object, a color, an element of weather, etc., and then describe what they would be like and what they would do. Have the other class members listen attentively and evaluate the accuracy of the description.

16. Display one, two, or a series of pictures and have the children make up stories based on specific elements in the pictures. Have the class listen carefully for details pertinent to the picture.

17. Ask all the children to write a short story on "How Dogs Are

Friendly to Us." Read some of the stories aloud, point out that although the main idea is the same, the supporting details make them different stories.

18. Call a pupil up to the desk in a voice that will cause all of the children to stop what they are doing and look up. Then tell him in a pleasant voice, to sit down. Discuss the attitude which was conveyed each time. How did Johnny feel the first time? The second? How did the other pupils feel the first time? Why?

19. Play a game called "Simon Says." The children stand in a circle, and the teacher or a classmate acts as the leader and gives directions to the group. The children follow all of the directions which are prefaced by the phrase "Simon Says," but are "out" if they follow directions which are not so prefaced. The last one to remain standing is the winner of the game, the champion listener for the day. Children should understand that whereas all heard the commands,only the attentive were listening.

20. Ask two children to leave the room for a few minutes, and while they are absent relate a story, an incident, a tall tale, or a joke to the rest of the class. Ask one of the children to return, and have a volunteer tell him the story in the full view and hearing of the class. Then ask the second child to reenter the room, and have the first child tell him the story he just heard. Is the third rendition of the tale the same as first? If not, how does it differ, and why? What does the activity tell about listening? Did everyone listen to the story? Does the speaker have anything to do with the listener? Repeat the activity from time to time in an effort to reduce the disparity. To sustain interest, limit each session to one story and increase its length and complexity as the children become skilled in the activity.

21. Without giving any instructions for listening, take the children for a walk. When they have returned to the classroom, have them identify the various sounds they heard during the walk and list them on the chalkboard. Then discuss with them the nature and sources of the sounds around them. Does identification of the source of the sound have a significance?

Repeat the activity, preferably visiting various areas, so that the children will become increasingly aware of what they are listening to and will be able to identify certain areas by the sounds they remember having heard there that are peculiar to the area, e.g., factory whistle, truck sounds, expressway traffic.

22. Enable the children to appreciate the importance of sounds to blind people who use their aural environment as a means of determining conditions and locations in order to move about safely without a companion. Have children participate in the following type of activity.

> Play a variation of "Blind Man's Bluff" or "Pin the Tail on the Donkey" in which the children direct the movements of a blindfolded volunteer by means of voice clues.

23. Using toy telephones or a teletrainer which may be obtained from the telephone company, have the children conduct telephone conversations. Help them to understand that the telephone is an important instrument of communication which must be used responsibly. Help them also to understand that the listener in a telephone conversation, as in any other form of communication, must be attentive and respond courteously when response is expected.

Use the techniques described in the above activity frequently in regular classroom situations such as during show and tell time, in an effort to promote the habit of active listening participation.

24. After having listened to a guest speaker, attended an assembly program, or gone on a guided field trip, discuss with the children their attitudes and behavior as listeners. What might have been the effect of such attitudes and behavior on the speaker (actor, musician, guide, etc.)? What impression of the school or community might they have created? What effect did they have on the children's degree of enjoyment and comprehension?

25. On one of those occasions when the children are all talking at once, and when the teacher has an unusual amount of forebearance, the children should be allowed to talk until they can no longer understand each other. The teacher may have to end all of this with a thunderous chord on the piano followed by whatever silence signal the children are accustomed to. Silence should then be held long enough to draw attention to itself. Then the teacher should tell the children that they have experienced a situation which should show them they cannot listen when there is too much distracting noise present.

26. Tell the children they are to be part of an experiment. Give them a paper which asks them to list as many animals as they are able. While they are doing this, speak to them on some other subject. After a few minutes discuss what you have been speaking about pointing out that you cannot listen well when thinking about something else.

27. Present material other than in the usual classroom arrangement. Before speaking, do any one or combination of the following three things: crowd the children close together, close the windows, or move far away from the children and speak softly. After variations on the above three things, invite the class to discuss the various effects of these factors on their listening ability.

28. Discuss with the students some of the listening experiences they have all had. Lead them to understand that many factors contribute to the listener's comprehension and enjoyment in the situation. Among them are his bodily comfort, his ability to hear the speaker, his knowledge of or interest in the subject, his ability to understand what is being said, and the effects of the setting for the experience.

29. Invite to class (or to a small assembly program) a community helper, such as a fireman, a policeman, a merchant, or the local postmaster. Before the program, discuss with the children the kinds of information they might secure from their guest's presentation. Following the program, invite the children to share verbally with the class the elements and techniques which helped them to remember what was said. Give special recognition to any recollections not anticipated and identified by the class prior to the guest speaker's talk. Tape the speech for a question and answer session to further verification of what was asked and said.

If the children are permitted to ask questions of the speaker at the close of the program (a general procedure), evaluate with the group their listening skill as evidenced by their questioning. For instance, a child may have asked a question specifically answered during the presentation; or, an inattentive listener may even ask a question raised previously by someone else in the group. On the other hand, a child may go to the program with a specific question in mind, listen carefully throughout, and then ask for an answer at the close of the program. Some may formulate intelligent and thoughtful questions as the program progresses (information not mentioned at the pre-assembly discussion). These displays of listening skill should be identified and commended. Invite the children to evaluate their own performance as listeners from the standpoint of attentiveness, distractions, and self-control.

30. Tape record a story with high interest and appeal as it is told to the class by the teacher, or an outside reader. The next day, tell the children that they should listen carefully to the story because they will be asked to dramatize it. Talk about the characters. What is each character like? What did the story reveal about the character? How did the character act?

31. Invite a visitor to talk to the class and to answer questions about his presentations. At the close of a question period, ask the guest to tell the children what qualities they exhibited as an audience which made it easier and more interesting for him to speak to them. List the comments as the guest offers them.

32. Have the children bring to the classroom pictures of people or animals in listening situations. Discuss the pictures. What is the listener doing? What seems to be his attitude? What characteristics of a good listener does he exhibit? Select the most expressive pictures and exhibit them with appropriate comments culled from the discussion.

33. Ask the children to draw and label figures which illustrate some of the poor listening habits and display them around the room. Then have a team draw a large figure illustrating a good listener surrounded by a series of lettered placards which describe his characteristics.

34. Early in the semester have the children compile a list of standards for good listening. After the list has been thoroughly discussed, the standards set may be made into an experience chart or become the subject for a bulletin board display.

The list might include such items as:

Know what you are listening for.
Sit quietly and look at the speaker.
Listen to what he is saying.
Think about what he is saying.
Respond courteously when response is appropriate.

Include in the discussion, but not necessarily on the list, such related items as discussing a lesson or a program as an aid to memory, and the importance of practicing listening skills whenever possible in day-to-day behavior.

35. In conducting a discussion, develop in the children the realization that they must listen attentively and without interrupting, respond courteously to the opinions of others when response is necessary, and allow others the opportunity to express their ideas fully. Bring them to an appreciation of this type of behavior in others when it is their turn to speak. Show them that the key to being an effective listener is the Golden Rule: "Do unto others as you would have them do unto you."

36. Take the class on a field trip to a farm or zoo or bring animals such as kittens, puppies, chickens, parakeets, or crickets into the classroom, and direct the children to listen to the sounds they make. Then play a record or a tape recording of animal and bird sounds and have the children identify them. Large pictures of the various animals and birds should accompany the tape or record.

37. Read a story to the class and choose particular children to produce appropriate sound effects (sirens, automobile horns, train and boat whistles), to underscore the story line. This activity may be repeated from time to time until all the children have participated.

38. Direct the children to close their eyes and to listen to and identify particular sounds such as a person walking; a book closing; paper crumpling; water running; pencil sharpener working; a door, window or drawer opening and closing; money (coins) jingling; or someone writing on the chalkboard. Lead the children to a discussion of situations in which the identification of sounds is especially important.

39. Play "Sound Detectives." Choose one child to be leader and another who is blindfolded to be the "sound detective." The leader points to a member of the class who asks in a normal voice, "What is my name?" If the blindfolded child makes the proper identification, the person identified becomes the new "sound detective."

40. Construct games which involve practice in the use of consonants such as "I am thinking of a word that begins with (p), and is the name of a flower." (peony, petunia).

41. Make a particular sound, such as (b) or (s), or (f) and then ask the children to listen for it at the beginning, at the end, and in the middle of a series of words. Reinforce their retention by having the class repeat in unison both the sound and the series of words which contain it.

42. Read aloud nursery rhymes, stories, and poems that emphasize a particular sound. Have the children indicate when the sound occurs and tell whether the sound is at the beginning, the middle, or the end of the word.

43. Have the children select a sound and make a list of words having that sound in the beginning, a list with the sound at the end, and a list with the sound in the middle. Point out the importance of saying the word aloud before listing it since representations of sounds are not consistent.

44. Say aloud a simple monosyllabic word, such as ate, (write it on the chalkboard so as not to confuse it with eight), and have each child form a meaningful word by adding a different initial and/or final phoneme to the base word (e.g. ate, date, fate, fated, late, later). Have the children detect phonemic combinations which do not form bona fide words. Use random or alphabetical order.

45. Have the children listen as you read them a series of words. Instruct them to listen for a particular phoneme at the beginning of each word, and to identify the one word beginning with a different phoneme.

Example:

fair, fun, fur, vat
thin, thread, thick, train

46. Read aloud and use in sentences pairs of words consisting of correctly produced phonemes and phoneme substitution. Have the children pick out the one which is not correct.

Example:

three - free
I have (three, free) pencils.

tick - thick
I can hear the clock tick.

fin - thin
The fish hurt his fin.

fine - vine
This is a fine day.

This type of exercise may be conducted with all of the consonant sounds to teach the child to recognize appropriate sounds through context. As the children progress, substitute a distortion of the desired phoneme in the second word in the pair instead of introducing a new phoneme. In this manner, precision of articulation can be demonstrated without placing stress on the child to perform in an area in which he is not capable.

Example:

> "Sun" may be produced precisely and the initial phoneme correctly identifies as "s". "Sun" may be produced for contrast so that the initial "s" sounds "slurpy," and though perhaps close enough to make the word identifiable as "sun" still not precise.

47. Have the children label as loud, medium, or soft such familiar sounds as footsteps made with shoes, sneakers, high heels, or heavy boots; a book dropping on a table or on the floor; a shout, a conversation, or a whisper; a light tap or a bang of a hand on a desk.

48. Have the children locate a hidden object by listening to a rhythmic tom-tom beat which grows louder as the child approaches the object and softer as he draws away from it. After the exercise is completed, discuss with and demonstrate to the children the changes that can be made in intonation when the volume and/or tempo of beats is increased.

49. Divide the class into two teams. Using a musical instrument, play two different notes. (A piano works best, but a toy xylophone, a recorder, or a string instrument is satisfactory.) A child from one team is asked to tell whether the second note played was higher or lower in pitch than the first. A player from the other team responds next. The exercise continues until all members of each team have responded or a certain number of correct answers determines the winner.

50. Have the pupils listen as the teacher reads aloud a passage of factual material in a variety of ways (1) monotone (2) average inflection (3) exaggerated inflection. Discuss with the listeners the differences between the forms. Lead them to the realization of the best way to use voice to get across the idea to the person listening. The teacher might well listen to his own taped vocal inflection pattern before this exercise.

51. Introduce vocal variations that indicate emotional content. Show how inflection may change the meaning of the word or phrase.

Example:

> "Oh" with a rising inflection may indicate "is that so"; with a falling inflection it may indicate dismay; and with a flat intonation it may demonstrate understanding or deflation.

52. Have the pupils listen to and read aloud sentences and passages which indicate through changes in voice inflection, various emotional responses.

Example:

> "Who are you?" to show puzzlement, fear, anger, indifference.

Discuss with them the vocal changes which convey this feeling.

Example:

> "Anger is usually indicated by a fast rate, loud voice, and medium or flat inflection."

53. Read a story in which the characters speak with decidedly different voices. Stop occasionally after a character has spoken and ask the children to identify the speaker. When the story is finished, repeat passages of dialogue out of context and have the children identify the character who is speaking.

54. Ask the children to respond to rhythm in music. They may tap their feet, tap the desk with their fingers, or clap their hands. Then tap a rhythmic pattern on a band instrument or on a desk and ask the children to repeat it. Maintaining a game-like atmosphere,

vary the pattern and increase its complexity.

55. Introduce the children to rhythm in non-musical areas - clocks ticking, the swinging of a pendulum, the sound when walking, the sound of a shade flapping in the breeze. Through discussion of these examples, lead them to understand that regularity of occurrence in a given time span determines rhythm. Let them find examples of rhythmical and non-rhythmical occurrences in the classroom.

56. Present a variety of types of music - Yankee Doodle, William Tell Overture, Tannenbaum - to show that there are different kinds of rhythm. Discuss with the children their feelings about certain forms of rhythm and help them to understand that rhythm is one means of determining mood.

57. Ask the children to listen for words which rhyme as you read aloud or play a recording of nursery rhymes or simple poems. Rhyming words may be written on the chalkboard and compared.

58. Say a word aloud and have the children volunteer words which rhyme with it. Discussion should result as to why words rhyme.

59. Involve the children in a rhyming game. Say, but not in sing-song fashion:

Look at the bird. Look at the tree.
Which one rhymes with "you and me"?

Look at the sun. Look at the moon.
Which one rhymes with "June", "tune","spoon"?

60. Read simple poems, eliminating the final rhyming word. Invite the class to fill in the word.

61. Read aloud or play a recording of a poem, a nursery rhyme, or a story which contains effective use of repetition and/or refrain. Ask the children to identify the words or word groups which are repeated and then join in as the poem is recited again.

62. Read to the children a poem (e.g., Merry Robin by Leland Jacobs, The Wind by Robert Louis Stevenson, I Heard a Bird Sing by Oliver Herford) and have them identify the refrain. The poem may then be used as a choral speaking exercise to give the children a feeling for the use of refrain in conveying an attitude. Many other children's poems may be utilized in this way with the children reciting the refrain in unison.

63. Read to the children and/or have the children read and tell stories that make use of refrain.

64. Through singing or recorded music have children respond to rhythm with bodily movements, songs, and dances. Through rhythm bands and toy musical instruments help children get the feel of keeping time. Through tapping or clapping make children aware of the regular beat of a song.

65. Ask children to identify and reproduce vocally, if possible, rhythm in such everyday experiences as hearing the ticking of a clock, the chopping of food, horses' hoofbeats, the electric drill in road work, and the marching of men in a parade.

66. Use choral speaking as a device to reinforce the effect of poetry.

67. Use rhymes for dramatization. For example, the nursery rhyme about the three little kittens.

68. Each day have the children participate in planning the day's activities. Have them sit in a circle and through guided discussion, decide on those tasks that need to be done and those things they would like to do that day. Help them to recognize that by talking over the day's plan they are able to communicate the things that they want to work on and you are able to communicate the things that you'd like them to do and that together you are able to plan the day's activities.

69. Read a short poem to the class in a declamatory style. Analyze the delivery with the pupils and then read the poem with the intent of making its content understood. Have the class contrast the readings in terms of the communication that took place.

70. Discuss with the children topics that give them an opportunity to express their likes and dislikes, for example:

Games I Like To Play
Food I Dislike
Stories I Enjoy

As the children present their views, encourage them to speak loudly enough to be heard and understood by all members of the class.

71. Have the class create a list of positive speaking habits. After a discussion of this list, ask the students to formulate a set of rules for good speaking. These rules may be used as the subject of a bulletin board and referred to when needed. This list might include:

Be prepared before you speak.
Think about what you are saying.
Speak to the audience.

72. During sharing time, expand Show and Tell by giving the children themes such as:

Something that made me happy
Unusual sounds I heard on the way to school

Encourage the children to describe such incidents and experiences vividly and accurately. Welcome gentle questioning from the listeners to underscore the factual nature of the report.

73. Ask each child to bring to class a rule for home safety, for bicycle safety, or for good manners. Let each child give and explain his rule. Help him to make accurate and careful reports through discreet questions.

74. Using an area map sketched on the chalkboard, ask various children to explain directions of how to get from their homes to school. Encourage them to describe landmarks on the route. Help the children to recognize those directions which would be easiest to follow because of the precision and accuracy with which they were given.

75. Read the story, "The Boy Who Cried Wolf," to the class and discuss why the boy wasn't believed. Then extend the discussion to the effects

of inaccurate reporting in various situations. Encourage the pupils to relate incidents from their own experiences when they had difficulty because of incorrect information.

76. Ask the children to make up a story based on a factual experience that they have had or that they have read about. Ask them to create tall tales by adding fanciful details to the story. After each child has told his story, have him tell it as it really happened. Discuss the two versions asking such questions as:

> Which of these could have happened?
> If someone wanted to know only the facts about what happened, which version would he have to use? Why?

77. Have the children look through magazines for pictures which tell a story. Show them how to cut the pictures out and project them by means of the opaque projector. Ask each child to tell a story about his picture.

78. Have small groups of children prepare scenes from recently read stories for dramatization. Guide the groups in discussing which scenes to dramatize and in deciding on role assignments. Lead the children to recognize the important part this discussion plays in preparing their presentations.

79. Have the children act out various activities such as: bouncing a ball, brushing teeth, and hitting a ball with a bat. Have the rest of the class guess what is being acted out. Progress to more difficult routines such as wrapping and tying a parcel, or taking a milk carton from a tray, opening it, and drinking the milk through a straw.

80. Have the children use simple puppets to act out stories read in class. Lead them to recognize the need for the puppets to look to whom they are talking whether it be another puppet or the audience.

81. Have the pupils read to the class a short poem or story. Discuss with the class the importance of being thoroughly familiar with the material to be read so that the reader may look at the audience occasionally without losing his place.

82. Mark on large oaktag sheets a period, a question mark, and if appropriate, an exclamation point. Have a child flash one of the cards and select someone to deliver a sentence with the appropriate inflection. Each time a child successfully delivers a sentence he becomes the leader.

83. Tape record oral readings as they are presented to the class. Then have the children listen to the tape evaluating the rate and emphasis.

84. Have the children practice tongue twisters to gain facility in articulation and pronunciation. Have them combine their efforts with rate change. Lead them to recognize that too rapid production may lead to difficulties in pronunciation and articulation.

85. Use oral reading and choral speaking activities to encourage adequate articulation and pronunciation. Stories and nursery rhymes that emphasize a specific sound lend themselves well to this activity.

86. Encourage the children to bring objects to school to use in Show and Tell. Help the children to understand how having the object in his hand aids him in his delivery as well as being a visual aid for the audience.

87. Write on the chalkboard a phrase such as:

The boy ________________.

Have the children use this phrase to build oral sentences.

88. Occasionally provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example:

Pattern:	I have a bike.
Responses:	I have a doll.
	I have a truck.

Put enough words on slips in an envelope so that there is one word for each child. Have each child select a word from the envelope and use it in an oral sentence. Later the children may be encouraged to create oral stories around the words selected.

89. Give each child an action picture that clearly conveys a main idea and a sufficient number of details to support it. Provide time for the children to examine their pictures and then ask each child to tell what his picture is about and to mention two or three things which explain what is happening.

Example:

> My picture shows a lady losing her groceries.
> The bottom of the bag broke and everything fell out.

90. Present to the children a series of pictures of characters whose facial expressions indicate feelings of happiness, sadness, surprise, and the like. Have the children suggest exact words which describe the expressions, such as: laughing, crying, smiling, surprised.

91. Write on the chalkboard four headings which will form major classifications, such as: animals, trees, cities, and shopping centers. Divide the class into four teams and assign each team to a heading. Then allow each team in turn one minute to name as many items as they can that would fit under their heading. The game may be repeated by assigning the teams to different headings or by making new headings.

92. Display, or project on a screen, pictures showing the time order changes in things, such as: the changes in leaves throughout the year, the changes in the development of a moth or butterfly. Then have the children give three- to five-sentence talks using temporal order to describe the process of change. The children might be more successful if words such as first, next, then, after, finally are put on oaktag cards and used to assist the children in organizing their talks.

93. Have the children prepare reports on stories selected from their independent reading. Ask them to tell what the story is about and then read orally the parts they liked best, or a selection that describes the main character, tells where the story takes place, or is exciting.

94. After silent reading and discussion of a story, have the story read orally with various children reading the parts of the characters. Suggest to the children that each read his part the way he thinks the character would have said it. Assign a student as narrator to read descriptions of setting or action.

95. Present the class with a brief passage from which words are missing. Ask children to supply words that would convey a mood. Compare and discuss results.

96. The beginning sound is written on the board along with a number for each group or row of children. Each row has a chance to give a word beginning with that sound. The teacher writes the words on the board under the number for the row. The row with the most words after a given time limit receives a reward. This works well for blends and ending sounds too.

97. Listening for specific information - Use the concept of "riddles".

Example:

I look like a big comb.
I have a long handle.
I can make the soil smooth.
I am a ______ (rake)

98. Play telephone - One child whispers a phrase to the next. Last child tells what message was. Messages may not be repeated so both sender and receiver must listen carefully. Works better in small groups. Impossible with a large group of children.

99. Put a "Tell Me A Story" picture on an easel for two or three days. Children take turns telling their story. Stories can be recorded and put in a story book.

100. Poetry - Use of Koch's book Wishes Lies and Dreams as a guide for introducing all types of poetry.

VII RELATED LANGUAGE SKILLS K - 3 "RELATED ACTIVITIES"

1. Present to each child oak tag cards bearing pictures of objects and the initial letter of the object. Elicit from each child the letter that comes just before, and right after, the one he holds. Then have children stand in order to complete the alphabet.

Small groups of children may work with scrambled sets of cards and arrange them in alphabetical order.

Play records of musical rhymes based on the alphabet. Encourage the children to learn these rhymes.

2. Point out and discuss the titles of various books. Show the children where they may find the author's name. Discuss the importance of the title and author.

Prompt children to refer to a book by its exact title and to know the name of the author.

3. Show the children the cover of a book and the illustrations in it. Ask them what they think the book is going to be about. Lead the children to the realization that these pictures help them determine the contents of the book.

4. Ask the children to find the page numbers of the first story in their reader using the table of contents. Ask them to find the page on which other stories begin.

At the end of the story ask the children to note the page it ended on. Elicit the page on which the next story begins.

5. Categorize the classroom library into sections such as animals, community helpers, games, airplanes. Label each section. Encourage the children to refer to the labels as they search for books that interest them.

6. Introduce a picture dictionary to the children. Provide an opportunity for them to look through it and comment on material of interest to them. Direct them to find words that name such things as objects in the house, animals, or plants.

7. Present a list of words from the reading such as bridge, kitchen, and mountain. Have the children open their dictionaries to the first letter of the first word, in this case the b's. Draw their attention to the second letter, r. Help them to locate the first two letters, br, and then the first three letters, bri,etc., until they find the word listed. Have the definition read. Repeat the exercise with the other words presented.

8. Class dictionaries - Begin the class (or list words) dictionary gradually. Present a page at a time. Allow time for recognition, composing oral and written sentences and explaining the meaning. The word noun or verb could be used if the children are ready. Go over the vocabulary notebooks as a review. Have students look up a given word, spell it or make up a sentence with it.

9. Write questions and underline certain words. Use dictionary to look up and answer question.

Example:

Can you eat a muscle or mussel?

1. Handwriting - Correct formation of letters and numbers.

Have a small group of children at the board. Have written on the board a number or letter for each child (the same for each). When the teacher claps her hands, the children use their fingers to trace over the letter. The teacher can easily see how they form it, and they seem to enjoy making the letters "disappear". After it disappears, the teacher gives them a chance to write the letter with their favorite colored chalk.

SENTENCE PATTERN MODELS

The following list of sentences contains the seven patterns referred to in this section. English sentences are variations of one or more of these seven basic patterns.

Pattern I	The fire burns. Some dogs barked.
Pattern II	John saw the train. The dog bit the man.
Pattern III	The air is cold. Most birds are small.
Pattern IV	My dog is a collie. That man is a teacher.
Pattern V	Bill gave the dog a bone. Mother bought me some candy.
Pattern VI	Ann called this tree a maple. The class elected Bob president.
Pattern VII	The ride made some girls ill. We made the teacher angry.

"RELATED ACTIVITIES"

1. Introduce the children to a pattern IV sentence by writing a pattern III sentence and a pattern IV sentence on the chalkboard and having the children compare them.

Example:

The air is cold.
The boy is a winner.

Ask the children to explain the difference between the two sentences. Lead them to recognize that in the second sentence two of the words can change places and still form a meaningful sentence.

Example:

The boy is a winner.
The winner is a boy.

Ask the children to write a sentence similar to this. Have the sentences read. After each child reads his sentence, have him check it by reversing the position of the two nouns.

2. Write a pattern V sentence on the chalkboard.

Example:

Bill gave the dog a bone.

Through discussion, lead the children to recognize that there are three nouns in the sentence. Help them to find the direct object and the indirect object.

Example:

What did Bill give? A bone.
Who did he give the bone to? The dog.

3. Have the children examine a pattern VI sentence and compare it to a pattern V sentence.

Example:

Ann called this tree a maple.

Have the children try rearranging the sentence to see if it makes sense.

Example:

Ann called this tree.
Ann called a maple to this tree.

Lead them to recognize that in this sentence pattern the last noun is needed to complete the meaning of the sentence.

Have the pupils look through their reading book to find sentences that follow this pattern. As a pupil finds a pattern, have him read it aloud. Write the sentence on the chalkboard and have the group check it against the established pattern to see if it is correct. Encourage the pupils to discuss each sentence presented.

4. Present a pattern VII sentence, such as:

We made the teacher angry.

Ask the pupils to write a sentence of their own which follows this pattern. Suggest that they use the word made in their sentences. Have each child in the group present his sentence. Lead the group to discuss each sentence. Encourage the pupils to explain why a sentence does or does not follow the pattern. Lead them to the conclusion that the last word in this pattern describes the noun preceding it.

5. After the children have worked with pattern sentences they should be ready to identify the class of words called nouns. Separate lessons based on the three concepts needed in indentification should be taught. Even though taught separately, they should be treated jointly after each becomes clear.

Ask the pupils to make as long a list of things found in the classroom as they can in one minute. Ask the pupil with the longest list to read his list as you quickly write the words on the chalkboard. Ask other children to check their lists and add any new words to the original list. Have the group examine the list. Lead them to recognize that the majority of these words form plurals by adding s, such as:

boy - boys
teacher - teachers
book - books

Then discuss the exceptions, such as:

chalk
child - children

Explain to the pupils that all of these words are nouns and that we can often identify nouns by their form. Present other characteristic noun endings, such as: ness, ity, ment, and er. Ask the pupils to think of words with these endings. Write the words on the chalkboard.

Example:

ness - happiness, kindness
ity - university, charity
ment - argument, amusement
er - teacher, singer

6. Working with a small group of pupils ask each one to write on the chalkboard a sentence about something found in the classroom. Then have them underline the words which precede the nouns.

Example:

The book is on the shelf.
Two boys are writing.
These are some pictures on our bulletin board.

Lead the pupils to recognize the underlined words as signals or "noun markers".

Then have the group go on a "Noun Marker Search". Have them use printed materials in the classroom to locate noun markers and to work together to form a master list. The basic list might be as follows:

a
an
both
every
her
his
my
our
some
that
the
their
this
two (all numbers)
your

New words should be added to the list periodically.

7. Distribute to the group a short story in which all of the nouns are missing.

Example:

> The ____ ran down the _____. Suddenly, a _____ jumped out ot the ___. It frightened the ____. He scrambled back up the ___. Then, he sat on a ____ and cried. The ____ made an angry ____ and headed for the ___. Some ____ came along and chased the ___ away.

Ask the pupils to fill in the blanks. Have each read the story as he completed it. Lead the pupils to recognize that although each story is different, they all used nouns to fill in the blanks. Ask individuals to explain how they knew they should use nouns. Elicit that the position of the blanks gave them the clues.

The pupils may enjoy writing stories like this for each other. At first, they may find it easier to compose a complete tale, and then rewrite it without the nouns. Later they may simply draw a blank for each noun.

8. Have a group of children go to a shelf of books and list as many different nouns as they can find as part of the titles. Then ask the children to group together all the proper nouns, specific names of people or places. Then have them group the common nouns together. The emerging lists should be similar to the following.

Proper Nouns	Common Nouns
Homer Price	adventure
Jimmy	robin
Sleepy Hollow	tree
Texas	courage

After the lists have been presented to the class, discuss the differences between common and proper nouns.

9. Write on the chalkboard three sentences such as the following:

a. The girl went to the store.
b. Mother gave the milk to Jerry.
c. The red bike is Henry's.

Elicit from the pupils a pronoun which may be substituted for the underlined word in each sentence. Then have the pupils make a list of pronouns for each sentence.

Example:

a	b	c
I	me	mine
he	him	his
she	her	hers
we	us	ours
they	them	theirs
you	you	yours

10. Help the children discover the four demonstrative pronouns by asking them to substitute for the noun in sentences such as:

a. The animal is a bear.
b. The animals are bears.

The children should evolve a list like this:

a	b
this	these
that	those

11. Present to the children three sentences, such as:

a. ____of them left the school.
b. We saw ______ we knew.
c. We didn't see _____ we knew.

Ask the pupils to list as many words as they can to fill in the blank for each sentence. Then ask them to go back over their list and cross out all the nouns, such as: a boy, a person, an animal. Have various children read their lists, encouraging the group to listen for nouns left that should be omitted. The completed lists should include only pronouns.

Example:

a	b	c
all	everybody	anybody
both	everyone	anyone
each	somebody	anything
few	someone	everyone
many	something	everybody
neither		
none		
several		
some		

12. Ask the children to describe what they see when they look in a mirror. Elicit a response, such as: "I see myself." Draw from the children a list of other pronouns which have self or selves for an ending.

herself
himself
itself
myself
yourself

ourselves
themselves
yourselves

Have the children create as many different sentences as they can using this list of words.

13. Ask two or three children to work together to form a master list of pronouns. They may start by collecting the various lists the other children have compiled from the previous activities. These could be printed on large chart paper under the proper headings, such as: personal pronouns, demonstrative pronouns, indefinite pronouns, reflective pronouns. These children would then be responsible for adding to the lists other pronouns found by the group through reading, listening, and other activities.

14. Review with the children the purpose and function of determiners. Give the children some sample sentences in which a pronoun serves as a determiner, such as:

> I sent for *some* samples.
> *Her* dress is green.

Using the master list of pronouns previously formulated, have the children experiment to decide which ones may serve as determiners. They should discover that all of the indefinite pronouns and many of the demonstrative and personal pronouns qualify.

15. On the chalkboard write a sentence, such as:

> John saw it.

Have the children read the sentence substituting other words for *it*. Encourage them to substitute several words, such as "a black and red bird." Lead them to recognize *it* as a pronoun and to realize that it functions as a substitute for a noun and its modifiers. Then ask the children to write a short story about what John saw. After the children have had an opportunity to enjoy each other's stories, have them draw a circle around every pronoun they used in their own story.

16. Write on the chalkboard a pattern chart for verb forms, such as:

eat	eats	eating
help	helps	helping
do	did	doing
go	went	going

Ask the children to explain the meanings of the various words in the chart. Encourage them to use illustrative sentences to make their explanation clear.

Example:

> The word changes because of the way it is used. For instance, you would say: I always *eat* my supper. He always *eats* his supper. He is *eating* his supper now.

17. Write a verb, such as burn, on the chalkboard. Ask a child to give three sentences using this word in various forms. Later include words which change form other than by adding s or ing, such as: ring, rang, rung, ringing; speak, spoke, speaking, spoken.

18. Distribute to the pupils examples of pattern I through pattern VII sentences. Ask them to rewrite the sentences substituting the word noun for every noun and the word verb for every verb.

Example:

I. The fire burns. The noun verb.
II. The dog bit the man. The noun verb the noun.
III. The air is cold. The noun verb cold.
IV. That man is a teacher. That noun verb a noun.
V. The boy gave the dog a bone. The noun verb the noun a noun.
VI. The class elected Bob president. The noun verb noun noun.
VII. The ride made some girls ill. The noun verb some noun ill.

Directing the children to refer to their rewritten patterns, have one child call out a number from one to seven and call on another member of the group to give a sentence substituting nouns and verbs for the words noun and verb.

Example:

VII. The cold made some people ill.

If the child called on gives a correct substitution, he becomes the new leader.

19. Present a simple sentence, such as:

The boy told a story.

Ask the children to rewrite the sentence adding words which will tell us more about the boy and the story he told.

Example:

The new boy told an exciting story.

Have the children compare their sentences to discover how these added words give a more definite meaning to the sentence.

20. Draw three lines of varying length on the chalkboard. Ask the children to describe what you have done.

Example:

> There are three lines on the board. The second is longer than the first, and the third line is the longest.

Then write long, longer, and longest on the chalkboard. Ask the children if they know other words that fit this pattern. Write the words on the chalkboard as the children say them.

Example:

short	shorter	shortest
big	bigger	biggest
small	smaller	smallest

Then ask the children to write a short story in which they use words from the compiled list. The children may wish to illustrate their stories and put them on the bulletin board for others to read.

21. Have the children play adjective scrabble either in pairs or as groups of four. Give each group a sheet of paper marked off in squares. The children are to fill in the squares in crossword puzzle style, but may use only adjectives. One point is counted for each letter used. The first word must cross the center square. If a word is challenged, children should check it by trying to use it as a noun modifier in a sentence.

22. Write a number of adverbs, such as slowly, on small cards. Ask each child to pick a card and then to write a sentence on the chalkboard using the word picked. Have the word which was on the card underlined. Through discussion, elicit from the children the similarity of the underlined words and their position in the sentences.

Example:

> The boy walked slowly.
> The dog barked loudly.

If a child has used his adverb to modify an adjective, discuss this positioning with the group. Help them to recognize that in this position it elucidates the adjective and not the verb or noun in the sentence.

Example:

The happily smiling boy went home.

23. Write on the chalkboard a word which may be used as either an adjective or adverb, such as straight. Ask the children to write a number of different sentences using this word. Have various of these written on the chalkboard. Examine these sentences with the group, helping them to recognize that the word is identified as an adjective or adverb according to how it is used.

Example:
Adverbial use.

He walked very straight.
The trail led straight to the treasure.

Adjectival use.

Her hair was very straight.
The children walked in a straight line.

24. Write a story for the children calling upon various individuals for nouns, verbs, adjectives, and adverbs without giving an indication of how the story is progressing. Read the story to the group and enjoy its nonsense with them.

Example:

adj. noun v adv. noun
The lovely sand was running happily down the road.

adj. n v adv. adj.
Suddenly an angry fruit grew terribly. A piercing

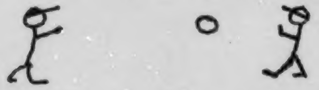
n v n adj. n
monster filled some balloons with a wide boat and the

adj. v adv n
huge sand jumped silently into the same river.

25. Write a number of singular and plural nouns on small cards. Each child picks a card and writes a sentence using that card. Then ask a child to go to the chalkboard and draw a simple picture to illustrate his sentence.

Example:

boys - The boys are playing catch.



The first pupil to correctly guess the sentence then illustrates his sentence.

26. Give each child in the group a small pack of blank cards. Ask the children to think of some simple sentences and to write one word of each sentence on a card. Encourage them to use both singulars and plurals and to create two or three sentences. Put all the cards in a box and mix them up. Each child then picks seven cards and tries to construct a sentence from these cards. If a child cannot make a sentence, he may negotiate a trade of one word at a time with others in his group.

27. Write on the chalkboard the articles a, an, the. Ask the children to explain how we use these words. Write on the chalkboard sentences the children use as examples.

Example:

The crayons are in the box.

Then rewrite the sentence eliminating one or all of the articles.

Example:

Crayons are in the box.
Crayons are in boxes.

Lead the children to recognize that the articles serve to determine which specific thing or things are being discussed. Then present a sentence, such as:

Boys play.

Ask the pupils to make a list of words which may be used to determine which boys played.

Example:

Some boys played.
The boys played.
Few boys played.

Lead the children to recognize that the determiners also introduce nouns and serve as a signal that a noun is coming.

28. Present sentences, such as:

The air is cold. The air is very cold.

Ask the children to explain the difference between the two sentences. Elicit the use of the word very to intensify the adjective. Ask the children to write sentences using the word very. Lead them to recognize that intensifiers pattern with adjectives and adverbs.

29. Write the word will on the chalkboard. Under it write a sentence, such as:

The child __________ go home.

Ask the children for other words that may be used in this sentence in place of will. List the words on the chalkboard as the children say them.

Example:

could
should
may
won't
didn't
can't
did
can

Explain to the children that these words are part of a group of words called auxiliaries and that these words are positioned in front of the verb. Ask the children to think of other words that would fit in this group. List the words on the chalkboard.

Example:

is
was
has
had
haven't
were
weren't

Ask the children to write a sentence for each word listed. Lead *them to recognize that some of the words on the list can be used as* verbs by themselves, but it is only when they are used in conjunction with another verb that they are classed as auxiliaries.

30. Write two lists of words on the chalkboard; one of nouns with modifiers and one with verbs followed by noun objectives. Ask the children to compare the two lists. Lead them to recognize that all the phrases in column A contain nouns and all phrases in column B contain verbs. Then have the children make sentences by matching column A with column B.

Example:

A	B
the baseball player	raked the hay
the farmer	bring the rain
the clouds	brought his lunch
the new boy	hit the ball

Then have the children compile lists such as the above and work in pairs to see if they can match up each other's lists. They may wish to use sentences found in their reading books.

31. Write pairs of sentences of the following type on the chalkboard.

I ate my dinner. He called. I did many things that day. I thought about them.

Help the children to combine them. Then lead them in altering the meaning of the sentences through changing of the tenses.

Example:

After I ate my dinner, he called.
As I was eating my dinner, he called.

Ask the children to write a paragraph about what they did yesterday, one about what they are doing today, and a third paragraph telling what they are going to do tomorrow.

32. Have the children examine a list of sentences that are similar in

construction, but present varying ideas through use of time.

Example:

I am to go to New York City tomorrow.
I go to New York City tomorrow.
I am going to New York City tomorrow.
I should go to New York City tomorrow.
I will be going to New York City tomorrow.

Help the children to recognize that although each of the sentences refers to the future, the choice of verb gives a different meaning to each sentence.

33. Find interesting letters, diaries, and speeches of famous people. Have the pupils write past tense accounts of the activities or ideas described.

34. Give each child a piece of paper. Have each one draw a picture that shows ownership.

Example:

A mouse with a long tail
A mouse owns a tail
A mouse's tail

Take all of the pictures and put them on the bulletin board (on a drawn ladder). Have a student try to write the possessive forms for each one. "Can You Make It To The Top?"

II LINGUISTIC TOPICS 4 - 6 "RELATED ACTIVITIES"

1. Suggest some situations (the playground, the classroom, the dining room at home, etc.) and have the children tell what differences there would be in their behavior in these places. Discuss the appropriateness of behavior of TV characters.

Discuss customary items such as the order of eating a meal and driving on the right-hand side of the road.

From all this discussion, help the children to see that much of what we do is by arbitrary decision which determines custom and appropriateness.

2. Take the sample situations from the previous skill's activities and discuss what effect would result if they were all turned around, i.e. if you saw a car driving on the left, if you wore a bathing suit to church, if dessert were served first in a restaurant.

Have the children bring to class articles, advertisements, and cartoons which show incongruity.

Read the first section of "Through the Looking-Glass" in which Alice finds it necessary to walk away from objects in order to approach them.

From all this discussion, help the children to see that incongruity may result in humor, confusion, social disapproval, and/or ridicule.

3. Help the children find examples of incongruity in books and stories that they read. (Good examples may be And To Think That I Saw it on Mulberry Street by Dr. Seuss, and many portions of A. A. Milne's Winnie the Pooh.) Jokes, limericks, and riddles may be used. Current fads in jokes often depend on the incongruous. For example, the riddle, "What is purple and puts out forest fires? Smokey the Grape."

Discuss the effect of incongruity in these situations.

Dialect literature may also appear humorously incongruous. Selections from Uncle Remus, or the T. A. Daley poems may be used. See Jean Malmstrom and Annabel Ashley's NCTE publication "Dialects USA" for bibliographies of dialect literature.

4. Have the children pronounce words for which various regional pronunciations exist and then compare the pronunciations with those of a dictionary. Discuss how the dictionary makers arrive at pronunciations used in dictionaries. If possible, a comparison of old and new dictionary pronunciations may be made.

Words used might include:

wash
route
horse
rinse
roof
hoarse
creek
oil

5. Discuss with the children the value of conforming to standards of weights and measures. Help them to see that in some instances approximate terms may be sufficient, but that in other circumstances exact terminology is necessary. Relate this to the pronunciation of words.

Have the children make up dialog in which they deliberately mispronounce words by misplacing the accents, exaggerating the vowel sounds, etc. They might give a common sound to all the ough combinations, as found in brought, through, thought, rough, cough. The words which begin with kn could be carefully pronounced (knife, knight, knee, know, knave) without the k remaining silent. The silent e ending of words could be pronounced (thistle, apple, cube, bottle, aisle) and many other techniques could be developed.

6. Using sentences like the following, have the children experiment with unusual pronunciations.

> A knight went for a ride through a rough section of woods. He caught his headpiece on the bough of an apple tree and fell into a thistle. His knee ached badly. Fortunately he had with him a bottle of aspirin...

Help the children to see that agreement in pronunciation is not only necessary for the sake of clarity, but so that others will be able to concentrate on what is said, rather than how it is being said.

7. Present to the children a paragraph similar to the following, in which a mixture of regional and national dialect terms is employed.

After I pull the door to and you fetch me a spanner from under the bonnet, you may drive to the chemists to buy a poke of jellybabies and some tonic. If it rains, you'll find a mackintosh in the boot. I'll wait for you on the front stoop. If it breezes up, I'll lay in the fire. If ye're going to have hoecakes for supper, I'll clean the spider once; but you'll have to stop at the grocery store because the milk is all. Get some petrol, too; and don't forget the windscreen needs washing.

Help the children see that their problems with this paragraph stem from the fact that it does not use words and phrases which are the American English standard.

Compose a similar paragraph using usage items whose meanings are clear to the children but which are considered nonstandard.

Items such as don't got, ain't, hadn't ought, he don't, more better, and others may be used. Encourage the children to question the appropriateness of these items for various situations (school, home, church) and determine the acceptable forms.

Note: Be sure the children understand that the objection to these items is not on the basis of meaning, but on the grounds of appropriateness.

8. Have the children imagine where they will be in 20 years and what they will be doing. Discuss the language needs of their future. Suggest that social and economic mobility will require the ability to understand and use a form of standard English that needs to be learned.

9. Ask the children how many different patterns of speaking they possess, i.e. have them explain how they would react verbally to the same situation with various audiences. For example, the teacher and the best friend ask a child to describe a party he attended. Have the children answer with the level of usage usually employed in speaking with the person who asked. Discuss the differences.

Explain that these differences are, in themselves, not wrong. The variety occurs simply because the children feel that certain words and phrases are appropriate to one audience and not to another.

Extend this idea of appropriateness of level to situations not involving teachers. Help the children see that they are always making choices about the level of usage when they speak with religious leaders, peers, the principal, and others.

10. Set aside a time each day to read orally to the students. Some selections may be at students' independent reading levels. Other selections may be slightly above the students' reading level but geared to their interests. Direct the students to unfamiliar words and attempt to get the meaning of these words from oral context. Encourage students to use these words in their own speech.

11. Through use of newspapers and magazines, draw children's attention to acronyms, shortened word forms, and coined words commonly used in our mass media. Examine these words in context to determine meanings. Discuss reasons for their use. Direct children to listen for specialized vocabulary used on radio and television. Provide time for discussion of these words.

12. Have children look through advertisements clipped from the newspaper and underline words used to influence the buyer. Ask them to explain why they underlined particular words.

As a followup activity, children may write advertisements meant to cajole the buyer. These could be read or placed on the bulletin board and word choices discussed.

13. After a discussion of special interest, have children draw diagrams of materials used in their hobby, such as: a clarinet, an airplane, a coin. Have them label the various parts of their diagram. Lead them to the realization that many topics have specialized vocabularies that we must know if we are to discuss that topic intelligently.

14. Have the children suggest words which describe qualities or characteristics of people: good, bad; short, tall; young,old.. Ask them how young or how old the person may be. Lead them to understand that many words we use do not have real meaning and that we must use the most exact words we know.

15. When new words represent unknown objects or unfamiliar characteristics of known objects, draw children's attention to diagrams or illustrations that clarify the concept.

16. Write on the chalkboard words from the reading whose meanings are developed through opposing ideas. Ask children to find the sentences

in the reading where the words are used. Have the sentences read orally and help the children to determine the meanings of the words listed.

Example: foliage
The trees had lost their foliage and now stood bare.

17. Direct children's attention to a sentence in the reading:

The crops were destroyed and there was a famine.

Write famine on the chalkboard and ask the children to tell what it means. Elicit from then that sometimes we can derive the meaning of a word from other information in a sentence or paragraph.

18. Draw children's attention to direct definitions in their reading. Lead them to see how an author often defines a word that he knows will be unfamiliar to the reader. Alert them to the use of such words as is, such as, and or, and the use of the dash or comma as signals that a definition may follow.

Example: The mortality, or number of deaths, from smallpox was once very high.

19. Draw attention to a sentence in the reading in which a variant meaning of a common word is used:

The boys were organizing a game of cricket.

Ask children to give their definition of the word. Then have them check the dictionary to see if the word has another meaning which would make more sense in the sentence. Lead them to understand that sometimes a word has a meaning other than the one we might be familiar with, and if our meaning does not fit, we should check the dictionary for a variant meaning.

20. Write on the chalkboard words from the reading such as marched, dashed, and galloped. Elicit from the children that these are synonyms the writer used in place of walked.

Have the children locate and read the sentences in the story in which these words are used. Discuss the reasons for the writer to have chosen each particular synonym.

21. When appropriate in the reading, point out a writer's use of antonyms in emphasizing contrasts. Point out how this device intensifies the meaning of both words.

22. Write on the chalkboard a list of words from the reading such as *advice*, *jest*, and *fearful*.

Have the children find these words in the dictionary and write a synonym and an antonym for each. Discuss changes in meaning made by substituting synonyms or antonyms in sentences.

23. Discuss with children words encountered in the reading which carry specific denotation and words which carry general inferences. Lead them to understand that when an author chooses a word of precise meaning there is little doubt in the reader's mind as to what is meant. On the other hand, when the author uses a word with various overtones, the meaning is subjective.

24. As slang or colloquial expressions arise in classroom discussion, ask children to explain what is meant by them and why we use them. When they are encountered in the reading, elicit from the children tha the author used them in the development of character or setting, or fo humor.

25. As words recently added to our language are encountered in discussion or reading, draw children's attention to them. Discuss origin and use of these. Lead children to the understanding that words are continuously being added to our language through coinage and adaptations.

26. When reading selections with classical or medieval backgrounds, draw children's attention to words used in an archaic fashion. Discuss how the modern meaning differs from the meaning in the selection.

Frequently explain the derivation of words with interesting etymology: *arithmetic*, *sandwich*, and *alphabet*. Encourage children to speculate how these words entered the English language.

27. Write on the chalkboard a list of words such as the following:

construct	destruction
construction	indestructible
reconstruction	

Explain to the children that the root struct means build. Have this root underlined in each word. Help children to decide on the meaning of each word listed through a discussion of the effect of the affixes on the root. Have meanings checked in the dictionary.

28. Write on the chalkboard a list of words.

Examples:

prehistoric	hemisphere
bicycle	interlining
superhuman	substation

Have the root words underlined and discuss their meanings. Discuss the change that the prefix makes in the meaning of the word. Help children to see that understanding prefixes helps us to increase our vocabulary.

29. Write on the chalkboard new words in the reading lesson made by compounding:

storeroom overflow homespun

Lead children to unlock the meaning of the new word through meaning of its parts. As not all compound words retain the literal meaning of each word used, children should be encouraged to use the word in context to see if the meaning they have designated makes sense.

For example, they need to understand that homespun does not mean a home that was spinning, but refers to cloth spun at home. Such words as headstrong, foolproof, and fainthearted should lead to interesting discussion as the children attempt to interpret the meaning of the compound in terms of its parts.

30. Draw children's attention to a selection in the reading lesson which reflects action or excitement. Ask the children to find particular words in the selection that convey this mood. Have them explain why the author might have chosen these words. Compare this vocabulary to the one used in a slow-moving, quiet selection.

31. Have the children read a factual report such as a newspaper item. Discuss the type of vocabulary used for this style of writing. Compare it to the vocabulary used in fiction.

32. Encourage children to develop their own list of unknown words. Have them keep these in a separate part of their notebook or on index cards. Definitions should be written in their own words and examples should be original.

33. Occasionally challenge children's recall of words through playing word games. Crossword puzzles, scrabble, and charades may be used.

34. Frequently have children refer to the dictionary for help in understanding new words. Have the dictionary definition read and then ask children to explain the meaning as it applies to the context in which it was met.

35. Draw the children's attention to similes and metaphors in their reading. Discuss these with the class helping them to recognize the role of such comparisons. Have the children suggest effective comparisons and then find words which will make the comparison unnecessary.

36. Give child half of a synonym, antonym, or homonym pair. Child must decide on the complementary word and use one or both in a sentence. Choose the best to make synonym, antonym, homonym books for future class reference in creative writing activities.

37. Compile a booklet of Greek and Latin roots, e.g.

Root	Meaning	Examples
ex	out	extend (stretch out)
porto	carry	export (send out)

III MECHANICS 4 - 6 "RELATED ACTIVITIES"

1. Make a cartoon strip minus the dialogue. Reproduce it. Have the children fill in the dialogue using the proper punctuation and capitalization for direct quote.

2. "Name That Rule"(Game): Show students sentences containing various punctuation and/or capitalization mistakes. Have them name the rule from their "Review Handbook" that applies to a particular mistake. (Other variations are possible using the "Review Handbook".)

3. Give students a list of paired sentences. Paired sentences will be identical except for punctuation. Have students read examples and answer these types of questions.

1. Which sentence pays a compliment about appearance?

    a. Alice is a pretty smart girl.
    b. Alice is a pretty, smart girl.

2. In which sentence does the plumber only repair pipes?

    a. Sylvia is the niece of Raymond Smith, a plumber who repairs rotting pipes and his wife.
    b. Sylvia is the niece of Raymond Smith, a plumber who repairs rotting pipes, and his wife.

3. Which sentence describes three Monopoly players?

    a. Sam Lewis, Sharon Ross, and I are playing Monopoly tonight.
    b. Sam, Lewis, Sharon, Ross, and I are playing Monopoly tonight.

4. Which sentence is a command?

    a. Lucy and Jerry, come with me.
    b. Lucy and Jerry come with me.

5. Which sentence is a job ad for convicts?

    a. Wanted men to work on railroad.
    b. Wanted: men to work on railroad.

4. Tell students to imagine that language experts have decided to redesign our current system of punctuation. A competition is being held to come up with a totally new set of punctuation marks. Give these rules for the competition:

1. Review existing rules for using periods, question marks, exclamation points, commas, colons, semi-colons, dashes, and quotation marks. These rules are still in effect.
2. Design new punctuation marks based on current rules of punctuation. Draw designs for each punctuation mark on a sheet of paper.
3. Cut out magazine or newspaper articles and clip to papers. Below the clipping,rewrite the entire article using your new system of punctuation marks.

5. Give students a list of jokes containing contractions. Leave out the apostrophes and have students supply them.

Example:

a. Doc: I hope youve stopped thinking youre a dog.
Patient: Ill say I have! Thats all part of the past!
Doc: Youre feeling well?
Patient: Im in perfect health. Just feel my nose.

b. Jill: Im worried about Joe. Hes been beating his drums all week.
Agnes: Whats wrong with that?
Jill: From the inside?

6. Give students a list of jokes and have them supply commas where needed.

Example:

a. "Bring me a lamb chop waiter and make it lean."
"Which way sir?"

b. Oh if you have another piece of cake Johnny you'll explode!
All right everybody! Stand back!

7. Write the following story-starter on the chalkboard. Ask the students to use their imaginations to complete the story. Note that titles and initials are featured.

> Andy had an old dog named Dr. Pepper and a funny cat called Mrs. Mustard. The two animals were good friends and took their afternoon nap together on the back porch.
>
> Next door lived a huge police dog named Buck. Buck hated cats. One day Buck got loose while Dr. Pepper and Mrs. Mustard were napping. He saw the cat and....

8. Have the students write notes, such as those listed below, and emphasize punctuation.

1. Flo,
   Put roast in oven at 5 o'clock. Will be home at 6:30.
   Mom

2. Ann,
   Please bring homeword assignment. See you in the morning!
   Bill

9. After the students write a story, have them check over their papers and make corrections with colored pencil or crayon. This chart of editing symbols may be used in correcting papers.

^	insert	≡	capitalize
⊙	period	/	lower case
⁁	comma	∿	transpose
¶	paragraph	₰	delete

10. Mark on large oak tag sheets (or index cards) a period, a question mark, and if appropriate, an exclamation point. Have a child flash one of the cards and select someone to deliver a sentence with the appropriate inflection. Each time a child successfully delivers a sentence, he becomes the leader.

11. Dictate sentences that have internal punctuation.

Example:

1. A dog, cat, and cow walked down the road.
2. The pickle was crisp, sour, and green.
3. We drove to the mountains, unloaded our baggage, and then went skiing.

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V WRITTEN EXPRESSION 4 - 6 "RELATED ACTIVITIES"

1. Write a nonsense sentence on the chalkboard.

Example:

The zig will zag down the street.
The zigger has stomped on the zag.

Have the pupils discuss each sentence, seeing if they can tell why the pattern is, or is not a sentence. Although the child will not know what the sentence means, he is probably aware that it sounds and patterns like English.

OR

Write a sentence containing blanks on the chalkboard.

Example:

The ____ will ___ down the street.
The ____er has _____ on the _____.

Then have the children write "meaning" sentences by supplying their own words for the "nonsense" words or blanks. List a few of the children's sentences on the blackboard.

Example:

The dog will run down the street.
The teacher has written on the chalkboard.

As children gain competency, these nonsense sentences can be varied to include other basic sentence patterns or to introduce other elements such as connectors, phrases, and clauses.

2. On the chalkboard, list subjects and predicates, such as:

only a few children
some of the teachers
hurried off to the lunch room
played games on the school lot

Lead the children to see that a basic written pattern usually needs both a subject and a predicate. Have the children then complete the incomplete patterns by writing their own subjects or predicates.

3. Divide the class into two teams, one to write possible subjects, the other to write possible predicates. If the children are ready, stipulate that every noun should be described by at least one adjective. Then distribute printed copies of the two lists and have the children try to match related subjects and predicates.

Example:

S
The beautiful red leaves.
P
glistened in the bright sun.

4. Write on the chalkboard patterns such as:

the boy guessing the answer
the teacher was giving the answer
cooking the meal
will be cooking the meat
wishing
cooking the meat in the morning

Have the children discuss each pattern, indicating which should have capital letters and periods. Have the children use the incomplete patterns to create sentences. Use the overhead projector to evaluate the children's sentences.

5. Have the children distinguish between complete and incomplete patterns and develop complete sentences from incomplete patterns, such as:

After the boy finished the story, _____________.
Tom opened the door when ____________.

6. Reinforce the concept of clarity (modification) by writing a scrambled sentence on the chalkboard, such as:

The hungrily girl ate the young cookies.

Have the children rearrange the words to make sense.

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7. Have the children revise sentences in which the added phrases have been misplaced.

Example:

The cat in the morning from the dish will eat her milk.

8. Have the children discuss the manner in which the positioning of words they add to sentences changes meaning. Have them write the sentences in different ways, experimenting with the added parts. Draw attention to the function of the comma.

Example:

During recess, he will play with his friends in the gym.
During recess in the gym, he will play with his friends.

9. Duplicate and distribute samples of children's run-on sentences, such as:

It rained yesterday, I could not go to the ballgame.

Have the children correct the sentences in the following way.

Place a period between the two sentences.
Use a clause marker (because) to connect the two sentences.
Insert a connector between the sentences.
Insert a semicolon in place of the comma and the connector.

10. On the chalkboard write basic sentence patterns, such as:

S		P
The girl	/	ate the cookies.

As the children suggest them, list in a column on the chalkboard words, such as small, hungry, young, which could describe the subject. Make a similar list of words, such as fresh, chocolate, huge, which could describe the predicate. Then have the children write one sentence using words from both columns.

Example:

The young girl ate the fresh cookies.
The big girl ate the huge cookies.

11. Lead the children to discover how added words supply information and change meaning. Also have the children experiment with adding words.

Example:

The _______ farmer _____ scolded the _______ boy.

12. Or have the children select the most appropriate words in sentences, such as:

The (lonesome, tiny, new) puppy did not sleep in her (clean, soft, comfortable) bed.

As the activities progress, help children find examples in their reading of the qualities which they are trying to develop in their writing.

13. Write on the chalkboard a sentence such as:

The fando gurded the book sim the desk.

or

The man found the book _______ the desk.

Have the children suggest words which may substitute for sim (or ___), such as:

in, on, under, behind, over, inside

14. Have the children suggest words which complete a pattern such as:

_____ the morning, the boy found the book by the desk.

Reinforce the concept by having the children select and complete other incomplete patterns from a list, such as:

____ the morning ______ the table
____ the chair _______ the corner
Jump ______ the board

15. Write on the chalkboard patterns such as:

Cheering, he waved the flag.
Soaked to the skin, he ran home.
I saw two girls sitting.
or
Washing dishes is no fun.
She likes watching television.

Have pupils suggest substitutes for underlined words and tell what information the phrases add.

16. Write on the chalkboard a sentence, such as:

He wanted to buy a new bike.

Have the children suggest other words which may be substituted after the word to, such as:

find the game, prevent the fight, fix the kite

Have the children write out the complete sentence, placing the word to and the substituted words in a different place, such as:

To buy a new bike was what he wanted.

Have the children discuss their sentences. Write samples on the chalkboard, noting how the phrases add more details to the sentence.

17. After reading any selection, write on the chalkboard a sentence, such as:

Daniel Boone visited Kentucky.

Have the children suggest reasons why Boone went to Kentucky and rewrite the sentence. Use to and a verb in giving the reasons.

Daniel Boone visited Kentucky to explore new lands and to make new settlements.

18. Have the children build sentences by adding phrases to simple sentences. Write on the chalkboard sentences, such as:

Grass grows.
He will play.
Run!

The boys made a raft.
Jerry was home.

For each sentence have the children add phrases which provide more information by answering such questions as: who, how, when, what kind?

Example:

He will play

How? He will play with his friends.
Where? He will play with his friends in the gym.
When? He will play with his friends in the gym during recess.

19. Occasionally, have the children revise sentences, adding more phrases. Write on the chalkboard a sentence, such as:

When Pinocchio told lies, his nose grew longer.

Have the children suggest more phrases by answering questions, such as: Why did he tell lies? What happened as his nose grew longer? Have the children then rewrite the sentence, adding phrases.

When Pinocchio told lies to fool Geppetto, his nose grew longer.

20. Have the children compare the different meaning of and and but. Display sequence words such as:

later, now, then, next, first, at first, second, last

Have the children rewrite the sentence, using the sequence words to improve the meaning.

Example:

At first Pinocchio was a wooden puppet, but later he turned into a real boy.

Have the children discuss how their sentences are clearer with the use of sequence words.

21. Ask the children to suggest two important incidents in a selection they have read or two related events that have recently occurred. Write

the suggestions on the chalkboard in simple sentences, such as:

Pinocchio was a wooden puppet. He turned into a real boy.

Have the children combine the two simple sentences by using and or but together with appropriate punctuation.

Pinocchio was a wooden puppet, and he turned into a real boy.
Pinocchio was a wooden puppet, but he turned into a real boy.

22. Reinforce the concept of writing compound sentences by having the children write out sentences to questions which require compound sentence answers, such as:

What is one difference between a chair and a bed?
You sit on a chair, but you lie down on a bed.

23. Have the children add descriptive compound phrases to a single word, such as: walk. On the chalkboard write:

The dog will walk.

Next, ask the children to suggest where the dog might walk.

Example:

The dog will walk down the hall.
through the doorway.
out of the school.

Finally, have the children combine the added phrases and write the complete sentence.

Example:

The dog will walk down the hall, through the doorway, and out of the school.

24. Post a list of clause markers* which show complex relationships.

---

*The emphasis should be on function. Terminology may be introduced as needed.

Examples:

cause: since, because
result: so that, in order that
time: when, after, until, while, as soon as
condition: unless, although, if
place: where, wherever
relationship: who, whose, whom, that, which

After the children are familiar with a story, elicit simple sentence answers to questions about it.

Example:

Q: Did Water Rat enjoy traveling with Mole and Toad?
A: Rat didn't like to go on trips. He hated to leave the river bank.

Have the children combine the sentences, using one of the clause markers. Teach the appropriate punctuation.

Example:

Because he hated to leave the river bank, Rat did not like to go on trips.

Use the overhead projector to evaluate the sentences and have the children discuss how the two basic patterns have been combined.

25. Reinforce the skill of building subordinate ideas by having the children revise their own writing or completing various sentence patterns, such as:

Jump! (unless)
Jump, unless you want to get wet feet!

The boy will come to the party. (as soon as)
The boy will come to the party as soon as his mother gets home.

The emphasis should be on function rather than knowledge of terminology.

26. Place on the chalkboard two sentences, such as:

The boy played hard.
The boy won the game.

Lead the children through the following steps:

Combine the two sentences using a connector.
The boy played hard, and he won the game.

Combine the two sentences without a connector, using a phrase.

The boy won the game by playing hard.

Lead the children to distinguish between the two original sentences and the new sentences which combine them in different ways. Discuss the effects of revision upon meaning.

27. As the children gain facility in combining basic patterns and in using phrases and clauses to expand basic patterns, have the children begin to combine patterns.

Example:

Basic Patterns

The spaceship blasted off.
The spaceship contained three astronauts.
The three astronauts were well-trained.
The three astronauts were ready for their duty.

Combined Patterns

Containing three well-trained astronauts who were ready for their duty, the spaceship blasted off.
The three well-trained astronauts were in the spaceship ready for their duty.
The spaceship blasted off.

Have the children evaluate their sentences noting the various techniques used to express the basic idea. Discuss the different styles o writing used.

28. Have the pupils choose a subject they know well, perhaps a hobby, and write this as a title on the top of their papers. Then have them list some of the things they know about this subject. Next, ask them

to compose a sentence which would be general enough to encompass most of these facts, such as:

Stamp collecting can be fun and educational.

Discuss these sentences with the pupils eliciting the fact that such statements present the theme of the subject.

29. Have the children revise scrambled paragraphs which contain irrelevant sentences, such as:

> Baby opossums are unusual animals. The young are smaller than honey bees. The young are born. The young somehow are able to get into their mother's pouch. They depend on their mother for protection. My mother has an opossum fur coat.

Have the children read the passage, underline the main idea (topic) sentence, and cross out any sentence not directly related to the main idea of the passage. Then, have the children rewrite the passage combining the sentences and relating them to the topic sentence.

30. Provide the children with a paragraph written with simple sentence patterns. On the chalkboard, list possible linking expressions such as: now, as a result, finally, then, next. Have the children rewrite the paragraph using the listed expressions to link phrases and clauses.

Project samples on a screen or write them on the chalkboard. Have the children compare the samples with the original, and lead them to recognize how and why linking words can make a passage clearer.

31. Provide the children with a sample of related but unarranged sentences, such as:

> Everyone came all dressed up.
> Jane's mother judged the costumes.
> Mary won a prize.
> Jane had a costume party.
> They came dressed as clowns, witches, monsters, and animals.
> When it came time for the judging, everyone marched around the room.
> She thought Mary's costume was the best.

Have the children number the sentences as they think they should be arranged. Discuss the best order. Then, have the children rewrite the story combining any sentences which seem to belong together.

32. Write on the chalkboard such time signals as first, next, later, after, and finally. Ask the children to write a paragraph in which they use each one of these words.

33. Project an appropriate comic strip on a screen. Have the children discuss the time order of the comic strip by telling what happens in each frame.

Have each child read a comic strip he has brought into class. Ask the children to list the details which happened in each frame of their comic strip. Next, have them write out one or two sentences describing the events of each frame. Then have them write a paragraph telling what happens in the entire comic strip.

34. Have the children discuss their observation of a scientific experiment. Then have the children list the steps in the experiment.

Example:

Secure a varnish or maple syrup can.
Boil a small amount of water in the open can for a few minutes.
Remove the can from the heat and seal it tightly with a cap.
Let the can cool.
Watch the atmospheric pressure crush the can.

Finally, have the children select a title and write a paragraph describing this experiment.

35. After the children have read a selection which clearly shows cause-and-effect relationships, ask the children a question, such as: What happened at the end of the selection? Through discussion lead the children to a full understanding of what happened. Now have the children suggest the causes which explain why the event happened. List these on the chalkboard in order of occurrence. Have the children write a paragraph in which they use the listed causes to explain, in their own words, why the event happened.

36. On the chalkboard write sentences, such as:

I was sent to bed early.
The cat scampered up the tree.
I became quite frightened.
The car hit the tree.
The man chased the boy.

Then have each child select a sentence and write it at the bottom of a piece of paper. Have the children think of a story which might tell why the events in the sentence happened. Have the children list the details of their stories and then arrange their details in time order. Finally have the children write compositions in which they develop their list of details to explain how the events happened.

37. Draw a circle on the chalkboard and provide a label such as books. Assist the children in finding subtopics by asking a question, such as:

> If the large circle stands for books, what might the next smaller circle represent?

Continue this line of questioning until the children have located specific subclasses within the largest circle. Lead the children to understand how the general term includes related but less general ter[illegible]

38. List on the chalkboard, in alphabetical order the children's suggestions of a variety of living things such as: canaries, dogs, ducks, frogs, geese, guppies, hens, lions, lizards, panthers, robins, salmon, snakes. Then list categories into which these living things could be grouped: amphibians, birds, fish, mammals, reptiles.

Provide the children with duplicated diagrams. Have them write the main title, the main subdivisions, and the specific names at the appropriate locations. Then project samples on a screen and help the children to correct their papers.

39. Provide the children with a topic, such as motor vehicles. Have the children write out one sentence in which they make a statement about motor vehicles, such as:

> Motor vehicles can be helpful.

Have the children think of a particular motor vehicle which fits the statement. Then have them list details which they think show how the vehicle fits the statement. Have the children write a paragraph, using the topic as a title, their own statement as an opening, and the details to further explain the opening statement.

40. Review the concept of defining words in context by writing sentences such as the following on the board.

The shepherd took his sheep to a new pasture.
The old man whittled the stick into a toy boat.
The man translated the speech from English into Spanish.

Ask the children to identify the particular word or words in each sentence which help to define the word being considered. Then provide the children with a list of words. Have them look up each word in the dictionary and write a brief definition. Finally, ask the children to write sentences using the word in such a way that others will know its meaning.

41. Introduce the concept of defining with contrasting context by writing sentences such as the following on the board.

Although the meal was delicious, the dessert was inedible.
After the storm passed and the wind stopped blowing,
the lake once again looked placid.

After a discussion of these sentences, provide the pupils with a list of words and ask them to write a word or phrase for each which either contrasts or is an opposite of the given word. From this list, sentences may be constructed which use contrasting context.

42. Have the children examine pictures of Washington's home at Mount Vernon and Jefferson's home at Monticello. Have the children suggest descriptive details about each home. List these details on the chalkboard. Then, assist the children in grouping the details under larger headings, such as: size, style, setting, surroundings, age, unusual features.

Have the children write at the top of their papers a general title such as: The Homes of Two Presidents.

Under the title, have the children write a sentence stating a point of comparison, such as: Washington's home and Jefferson's home have beautiful settings. Finally have the children use the list of details to develop a paragraph which makes specific comparison.

43. Assist the children in composing a main idea sentence which shows how the characters and events in any two stories are different, such as:

> The two stories show how two children of the same age lived different lives.

Under the main idea sentence, have the children write the name of the main character in each story. Assist the children in listing the essential details which show how the subjects were different. Have the children write an appropriate title, such as: Children in Other Lands. Then have them write the main idea sentence and part of a paragraph on the first story. Help the children to choose effective linking words and expressions, such as: also, similar to, unlike, in addition to. Then have the children write the rest of the paragraph with the details from the second story.

44. Guide the children to state a feeling or an impression in one word, such as dreary, happy, ragged or furious. Write the word on the chalkboard and assist the children to list nouns, adjectives, verbs and phrases which build this feeling or impression. Discuss with the children the manner in which these details establish a generalization. Have the children write a paragraph using the original word as a title and the items listed as the basis for the paragraph.

45. Ask the children to choose a country or geographical area they have studied and to list facts about that region. Then have them write a paragraph or paper choosing from their list of facts those details which will convince the reader that this would or would not be a good place to live. Lead the children to realize that the details they use in their papers build a generalization.

46. Assist the children to recognize how general statements about things may refer to a number of specific illustrations. Based on the children's interests and the materials, write on the chalkboard a sentence, such as:

> Hobbies are fun.

Then have the children suggest several specific hobbies which they enjoy.

Example:

Tropical fish
Dolls
Model cars

Have children choose one and supply details which explain why they like it. Then have each pupil develop a paragraph using details to show why he likes that particular hobby.

47. Review and reinforce the skill of organization and development by deductive patterns. Assist children to recognize the general-to-specific pattern in a simple problem. Provide the children with a general idea (generalization) by writing on the chalkboard a sentence, such as:

Television heroes always win.

Then review the concept of a general idea by assisting the children to suggest the names of television heroes that seem to fit the general statement. Write these names on the chalkboard and lead the children to understand that the broad statement covers many specific characters and situations.

Next, have each child decide whether or not he agrees with the sentence by thinking of a specific television hero that fits the sentence. Have the children write a sentence at the bottom of a sheet of paper, indicating the specific subject and their own conclusions, such as:

Mighty Mouse always wins.

Have the children list details which explain why they believe their conclusion is correct. Now have the children arrange their details in the most effective order and write a paragraph which begins with the general statement, is developed with the details, and closes with the specific conclusions already written at the bottom of their papers.

Project samples on the screen, or duplicate samples, and lead the children to understand that the first sentence might be rewritten more accurately by adding a word such as some.

48. Read an appropriate animal story to the children. Assist the

children in discovering how the animal felt at particular times in the story. Next have the children suggest kinds of animals they would like to be. Have each child think of the place where each animal lives and the kinds of things one might expect the animal to do. Finally, have each child select an animal and write a story from the point of view of that animal. Later, duplicate samples of the stories an assist the children in understanding the relationship between words choice and point of view.

49. Have the pupils suggest minor mishaps they have personally encountered.

Examples:

A minor bicycle accident
Failure to come home on time
Results of sudden shower

Discuss one such incident from two points of view: that of an angry or disappointed parent and that of an apprehensive child. List on the chalkboard some of the words the parent would choose to describe the episode and some of the words the child would probably use. Next, have each child select a topic, decide on either the parent's or the child's point of view, and, then, choosing his words carefully, write an account of the mishap.

50. Compile a list of items which children can order, free. When the letter is correct, it can be sent.

51. Write a book report. When it is correctly completed, the child may dress as the main character and discuss the book with the class. We call it "Colorful Characters Day", and usually celebrate it in late October.

52. Keep a creative writing booklet of stories the children write utilizing all of the skills we learn. The booklet is sent home at the end of the year.

53. After identifying the correct form of a business letter, we wrote individual letters to Mobil Corporation in New York, asking for program guides to their 12 week series, "When Havoc Struck" - children received the guides at their return address. We used these for dioram and written reports on the natural disasters the series covered.

54. Have the students bring in labels of products they most commonly use. Each label has an address on it. Write to the address and ask how the particular product is made. When they receive a reply, students:1) write a follow-up thank you letter
2) present an oral report on their product
3) present a written report on their product.

VI VERBAL AND NON-VERBAL EXPRESSION 4 - 6 "RELATED ACTIVITES"

1. Discuss with the class the purpose of speaking in or before a group. Elicit the idea that one speaks to be understood and that the most important aspect of speech is communication.

2. Read to the class a brief selection on a subject familiar to the children but made up of non-sense sentences -- sentences created from recognizable words that make no sense when put together. Discuss with the pupils their response to the material.

> Why didn't you understand it?
> How could the selection be improved so that it could be understood?

Make it clear to the pupils that no communication took place because there was no exchange of ideas between speaker and listener.

3. Read a short poem to the class in a declamatory style. Analyze the delivery with the pupils and then read the poem with the intent of making its content understood. Have the class contrast the readings in terms of the communication that took place.

4. Discuss with the children topics that give them an opportunity to express their likes and dislikes, for example:

> Games I Like To Play
> Food I Dislike
> Stories I Enjoy

As the children present their views, encourage them to speak loudly enough to be heard and understood by all members of the class.

5. Have the class create a list of positive speaking habits. After a discussion of this list, ask the students to formulate a set of rules for good speaking. These rules may be used as the subject of a bulletin board and referred to when needed. This list might include:

> Be prepared before you speak.
> Think about what you are saying.
> Speak to the audience.

6. Using an area map sketched on the chalkboard, ask various children to explain directions of how to get from their homes to school. Encourage them to describe landmarks on the route. Help the children to recognize those directions which would be easiest to follow because of the precision and accuracy with which they were given.

7. Ask individual children to teach the class something they know such as:

How to make a kite
How to make paper hats
How to use a multiplication table

Lead the children to recognize the importance of giving these directions slowly, precisely, and accurately.

8. Read the story, "The Boy Who Cried Wolf," to the class and discuss why the boy wasn't believed. Then extend the discussion to the effects of inaccurate reporting in various situations. Encourage the pupils to relate incidents from their own experiences when they had difficulty because of incorrect information.

9. Assign the children to select a country that they think they would enjoy visiting. Have them research information on that country and prepare a two minute report for the class. Instruct the children to be particularly careful to report their findings accurately and to be prepared to explain where they found their information.

10. Tape some radio or television commercials which extend truth. Allow the class to set up committees, each to investigate one such commercial. Discuss such questions as:

To whom is the commercial directed?
What does the commercial claim the product will do?
Are these claims completely true?
Can you check the claims made?
What might happen if more commercials stuck to accurate facts?

11. Discuss with the class the many ethnic backgrounds of the people of our country and the contributions these backgrounds have made to our nation's development. Then, have the children research various outstanding individuals and prepare reports on their contributions. Ask them to substantiate any conclusions they state by citing specific information and sources.

12. Have the children look through magazines for pictures which tell a story. Show them how to cut the pictures out and project them by means of the opaque projector. Ask each child to tell a story about his picture.

13. Discuss with the children the elements of a good story. These may be listed on a chart for easy referral and might include:

Setting
Characters
Problem
Climax
Solution

Discuss how each of these adds to the total story. Have the children decide on one of the elements such as characters and identify an example:

> Main character - a little old man dressed in a raggedy raccoon coat who seems grouchy but is really very kind.

Then, have various children build a story around the chosen element. Help the children recognize how the stories differ because of the variance of the other elements.

14. Have small groups of children prepare scenes from recently read stories for dramatization. Guide the groups in discussing which scenes to dramatize and in deciding on role assignments. Lead the children to recognize the important part this discussion plays in preparing their presentations.

15. In a class or group discussion, select, or have the children select, a chairman. Discuss the duties of the chairman, such as to choose whose turn it is to speak, to see that all have a chance to speak, and to keep the group on the subject. Show how having a chairman improves the discussion period.

16. Have the class divide into groups to prepare social studies reports. Each group may take a different phase of the unit such as:

Mexico

Group I - Economics
Group II - Geography
Group III - Occupations
Group IV - History
Group V - Culture

Then each pupil in each group would be responsible for one phase of that group's topic, such as:

Group I - Economics

Bob - Natural Resources
Carol - Women's Role Today
Betty - Women's Role in the Past
Peter - Industries
Fred - Agriculture

When each group gives its reports, have that group sit together in front of the class. Encourage a question and answer period at the end of each group's report. At the end of all reports talk with the class about this discussion technique. Lead them to recognize the value of the symposium.

17. Play for the class a recording of a meeting being conducted using parliamentary procedure. Then discuss the rules the children heard and the purpose of these rules. Have a group of children research the basic rules of parliamentary procedure and report these to the rest of the class.

18. Direct a group of students to dramatize a meeting in which they illustrate the use of parliamentary procedure. Discuss this with the class emphasizing the need for each of the procedures demonstrated.

19. Ask the pupils to keep a record of the meetings they attend that are governed by parliamentary procedure, such as scout meetings, 4-H meetings, and student council meetings. Have them evaluate the process as it is used in these meetings and present their observations to the class.

20. Invite a parent, or teacher, who has a particular interest in a unit under study to speak to the class. Later, discuss the type of presentation given and the purposes of the speech. Have the pupils identify the answers to questions such as:

Was this speech a lecture?
Was the speech meant to inform or entertain or both?

21. Set up a series of role playing activities for the children including teacher-child, mother-child, and child-friend situations. Have the children improvise dialogue to develop the situation. After the series has been presented, discuss the differences in the way the child spoke to the other character in each scene. After the discussion, continue with more scenes so the children will consciously adapt to the various roles in which they are placed.

22. Elicit from the children examples of their adaptation to an audience. Questions such as the following might be considered:

How would you ask your mother for something you wanted?
Would you ask your father in the same way?
How would you tell a story to your baby brother or sister?

Encourage the children to cite specific examples from their own experience which illustrate this adaptation.

23. After the pupils have presented oral reports, discuss with them the possibility of presenting these to another class or in an assembly. Elicit the changes they will need to make in their presentations for this new audience. Guide them in making these changes and in delivering their speeches.

24. Have the children prepare illustrated reports to be presented to their parents. Discuss with them the items that need to be considered for presentation to this audience. Lead them to conceptualize the nature of adaptation to situations by calling their attention to differences in approach used here from those used in regular classroom reports.

25. Have the children act out various activities such as: bouncing a ball, brushing teeth, and hitting a ball with a bat. Have the rest of

the class guess what is being acted out. Progress to more difficult routines such as wrapping and tying a parcel, or taking a milk carton from a tray, opening it, and drinking the milk through a straw.

26. Divide the class into groups. Have each group prepare a pantomime of a poem read in class. For best results a child from each group should read their poem aloud to the class while it is being acted out by the remainder of the group.

27. Individual pantomimes can be initiated by having the children play "Charades". Write on cards some simple directions such as picking flowers, putting on a coat, and driving a car. Have the children select a card and act out the directions indicated. Later characters from stories read in class may be used for the charade.

28. The dramatization of short scenes from stories may be used after a story telling lesson. Allow the children to become familiar with the story and to select their own scene for dramatization. Improvisations based on short scenes from familiar stories are best. Stress the use of the body in portraying individual characters.

29. On the chalkboard write phrases to be acted out such as: an old man with a cane, an angry sergeant, a queen. After various pupils have had an opportunity to play these roles, evaluate them with the class. Lead them to recognize that the most successful performers use body control to convey the character.

30. Have the pupils read to the class a short poem or story. Discuss with the class the importance of being thoroughly familiar with the material to be read so that the reader may look at the audience occasionally without losing his place.

31. Discuss interviewing with the class, stressing the necessity for speaker and listener to look at each other. Then have the pupils choose partners and interview each other. Ask some of the more successful pairs to conduct their interview for the total group.

32. Discuss with the pupils the effect eye contact has on an audience. Then list with the class techniques a speaker can use to help him establish good eye contact.

Example:

Be thoroughly familiar with material to be read aloud.
Use as few notes as possible for oral reports.
Think about the audience.
Watch for audience reaction.

Encourage the pupils to utilize these suggestions when giving oral reports or speeches.

33. Mark on large oaktag sheets a period, a question mark, and if appropriate, an exclamation point. Have a child flash one of the cards and select someone to deliver a sentence with the appropriate inflection. Each time a child successfully delivers a sentence he becomes the leader.

34. Tape record oral readings as they are presented to the class. Then have the children listen to the tape evaluating the rate and emphasis.

35. Have the pupils read a number of short poems with a variety of rhythm patterns. Discuss the changes in the rate of reading these in order to maintain and explain the rhythms. Have them note the stresses and pauses used.

36. Have the pupils prepare short reports on a subject currently being pursued in their social studies, science, or art. Before the reports are given, discuss the necessity of speaking slowly and clearly. After the reports have been given, evaluate with the children their ability to adjust their rate of speech.

37. Have various children read aloud a sentence such as:

I am so tired, I can hardly stand.

Discuss with the class how the meaning and mood of the sentence changed with changes in pace and pause.

38. Prepare for the pupils a paragraph with no capitalization or punctuation. Have several pupils read the paragraph aloud. Then punctuate the paragraph with the class and have it reread. Discuss the effect of punctuation on the use of pauses in oral reading.

39. Have the children practice tongue twisters to gain facility in articulation and pronunciation. Have them combine their efforts with rate change. Lead them to recognize that too rapid production may lead to difficulties in pronunciation and articulation.

40. Use oral reading and choral speaking activities to encourage adequate articulation and pronunciation. Stories and nursery rhymes that emphasize a specific sound lend themselves well to this activity.

41. Give the students a prepared reading which contains deliberate mistakes in pronunciation. Help them to understand how these mistakes interfere with the communication of ideas. Have the selection reread correctly.

42. Choral reading activities might be used to provide practice in improving articulation skills. Select materials that are meaningful, enjoyable, and provide drill on those aspects of articulation needed by the group. These suggestions might be followed:

One person reads the entire selection.
The mood, thought, or feeling of the selection is analyzed.
The requirements of articulation and pronunciation are discussed.

43. Have the children give talks in which they are required to use charts, pictures, or other implements to aid their delivery. Discuss with the group how these may be used most effectively.

44. To help the children express complete thoughts orally play "What Was the Question?" Choose one child to leave the room. Direct a question to the class and then ask the missing child to return. Have someone give an answer to the question and have the child that did not hear the question, try to guess what it was. Lead the children to recognize that the answer must be very complete for the guesser to correctly identify the question.

45. Put enough words on slips in an envelope so that there is one word for each child. Have each child select a word from the envelope and use it in an oral sentence. Later the children may be encouraged to create oral stories around the words selected.

46. Write a sentence such as "He went." on the chalkboard. Discuss this with the children leading them to recognize that though it is a complete sentence it doesn't say very much. Then have the children orally build the sentence to convey more information.

Example:

He went.
He went downtown.
He went downtown with his mother.

47. Occasionally, tape record children's speeches or book talks. Have them play the tape, listening particularly for complete sentences. Have the children rework and retape any talks that use incomplete sentences.

48. Read to the class a paragraph with a clearly stated main idea followed by details which support this main idea. Discuss the paragraph with the children pointing out how the details explain the stated idea. Then guide the children in preparing brief talks in which the main idea is stated, followed by sentences which develop this idea. Topics such as the following lend themselves well to this type of activity:

Life in Colonial Days
Pets
My Favorite Game

49. Write on the chalkboard a simple sentence such as:

The man opened the door.

Then ask the class how we might say this so that it tells more about what happened or how the man felt. Elicit sentences such as:

The man threw open the door.
The man stomped across the room and angrily threw open the door.

Discuss these sentences with the class leading the children to recognize that details, descriptive phrases, and descriptive words give a clearer picture or sharper impression of what is meant.

50. Place on the chalkboard or bulletin board the pictures of two different objects which have a great deal in common, such as: a car and a truck, a doctor and a nurse, an apple tree and a fir tree. Elicit from the children the similarities and differences.

51. Write on the chalkboard a topic that lends itself to a comparison and contrast form of analysis, such as:

Life in the City or on the Farm
Boys' and Girls' Basketball Rules

Ask various pupils to choose one of these topics and give an impromptu talk to the class. Then discuss with the class the use of comparison and contrast in these talks and why it was the best method in this situation.

52. Write on the chalkboard four headings which will form major classifications, such as: animals, trees, cities, and shopping cente Divide the class into four teams and assign each team to a heading. Then allow each team in turn one minute to name as many items as they can that would fit under their heading. The game may be repeated by assigning the teams to different headings or by making new headings.

53. Write on the chalkboard a list of time order words such as first, next, then,after, and finally. Then ask various children to use these words in describing what they did after they left school the previous day. Lead them to understand how these words help them get theevents in the right order.

54. Have a group of children prepare talks for the class on topics which require time-order sequence, such as:

Papier Mache Animals
Painting a Mural
Preparing an Oral Report

After they have given these reports, list with the class the steps presented for each topic. Have the class then number these in the proper sequence. Then discuss what would happen if these steps were mixed up. Lead them to recognize that in some situations we must follow the process in a certain order and that if we want someone to understand the process we should tell them about it in time sequence.

55. Have the students draw up a list of general categories that would be best presented in time order, such as: historical events, recipes, directions for a game and processes in nature. Ask each child to choose a category, and prepare a brief talk for the class. After the talks have been given, discuss them with the class, asking questions such as:

> Did arranging your talk in time order help you to organize it? How?
>
> Did the time order sequence help you to listen better to what was being said? Why?

Help the pupils to see the value of time-order organization to both the speaker and the listener in presenting certain topics.

56. Present to the class a paragraph in which the material is organized according to a spatial sequence. Discuss this organization with the class leading the children to recognize how this technique helps the listener to picture what is being said. Discuss how they would use this technique to describe a building, eliciting comments such as:

> Start at the top and work to the bottom.
> Start at one side and go around.

Ask the pupils to prepare brief talks about a place they've visited and to use spatial order to describe it to the class.

57. Assign the pupils to prepare a talk on a personal possession, picture, or object they think would be of interest to the class. After the talks have been given, discuss how the visual aids were used. The following questions might be used to elicit understanding of the use of visual materials:

> Could the audience see the item being discussed?
> Did the object make the speaker's explanation clearer?
> Did the speaker make good use of the visual material?

58. Present a selection for oral reading and direct the students' attention to the various punctuation marks. Discuss with them the purpose of periods, commas, question marks, and exclamation points, and how these affect the voice during oral reading. Elicit from the youngsters the types of pauses, inflections, and changes in pitch signalled by each one of these. Have various students read the selection orally. Encourage the listening students to decide if the punctuation was correctly interpreted.

59. Discuss with the children the tones and moods in various parts of a reading selection previously read. Ask the students to explain how the voice may be used to express these tones and moods. Using a tape recorder, record different children's reading of the selection; then have the class listen to the recording and evaluate the use of the voice in each reading.

60. Give the class simple directions for activities which involve three things to do. For example: Clap your hands twice, hop twice, and jump twice. While one child is performing, have the others check his performance against the given directions. Repeat the activity, having some of the more successful children execute the direction in reverse.

61. Ask one child to describe something which he holds in his hand or which he sees in the room as the other children close their eyes and listen for details in an effort to guess what it is. In the event that no one can identify the object after the speaker has exhausted his verbal descriptions, invite the listeners to ask questions which can be answered "Yes" or "No". The child who first correctly identifies the concealed object wins the opportunity to replace the speaker.

62. In conjunction with a lesson in social studies, have the children prepare written directions for traveling from one city to another by land, sea, or air. Have the class listen carefully as one child reads his directions. Then allow a volunteer to trace on a wall map the route he has just heard described. If he is unsuccessful, he returns to his seat and another volunteer attempts to trace the route. If he is successful, he then reads the directions he has prepared and so the game continues.

63. Instruct the children in and have them practice making introductions

properly. Then give the class some background information about two or three people. For example:

> Mr. Forbes is an elderly gentleman who lives next door. Miss Raymond is a young school librarian. Helen Jensen is a new fifth grader.

Invite the students to introduce:

> a classmate to Mr. Forbes
> a younger sister to Miss Raymond
> Helen Jensen to your mother
> Mr. Raymond to Mr. Forbes
> Helen Jensen to the school art instructor

In that the other members of the class are instructed to listen for mistakes in making introductions, this activity should not be attempted until the children are thoroughly familiar with the results.

64. Play a record or a tape which tells a story. After the children have listened to the entire story, allow time for discussions and then ask them to tell in as few words as possible what the story was about. Lead them to state the main idea of the story.

65. Read to the class a newspaper column or an editorial. Have the listeners suggest an appropriate title or headline for the article. Upper elementary school youngsters particularly appreciate the "tongue in cheek" material of Russell Baker and Art Buchwald.

66. Read to the class several short paragraphs involving a sequence of events. At a climactic point in the passage invite the listeners to predict the next event and the final outcome. List all reasonable suggestions on the chalkboard. Have the children discuss the relative possibilities of each suggestion before deciding on the most probable turn of events. Then conclude the activity by reading the rest of the passage and revealing to the class what actually happened.

67. Have the class develop a narrative. Toss a bean bag to a volunteer who begins a tale. At some point of his own choosing, he tosses the bag to another pupil who then resumes the thread of the story. The narrative continues in this manner until a conclusion is reached.

68. Say aloud a group of words in which one word does not belong. For example:

> rose, grass, daisy, tulip, dandelion
> Grass is the answer if used in the sense of mowed lawn without flower.
> Dandelion might be a valid choice in that roses, grass (lawn), daisies and tulips are cultivated; dandelions are weeds.
>
> chick, cub, dog, fawn, kitten
> Presumably, chick is the answer because it is a biped; the others are four-legged. Or is dog the answer because it is not a diminutive form?

Help the children to listen carefully for the relationship between the words and determine the category to which they belong. Then have them select the unrelated word.

69. Instruct the pupils to compose a three or four-sentence paragraph which contains an absurd idea or detail such as the following:

> Jim finished breakfast bright and early. He had washed his face, combed his hair, and loaded his book bag for school. As he hurriedly rode his bike down the driveway, his mother shouted, "Have a happy Fourth of July, Son!"

Then have them read their compositions to the class. Students enjoy trying to spot the one word or phrase that renders the paragraph nonsense. As the group becomes skilled in this activity, encourage the development of examples with less obvious absurdities.

70. Write the title or headline of a newspaper column or editorial on the chalkboard. Read the article to the children directing them to listen for details that make the title appropriate. Then discuss the article with the class listing supporting data on the chalkboard as it is suggested. Help them to see the relationship between the title or headline and the listed data.

71. Call a pupil up to the desk in a voice that will cause all of the children to stop what they are doing and look up. Then tell him in a pleasant voice, to sit down. Discuss the attitude which was

conveyed each time. How did Johnny feel the first time? The second? How did the other pupils feel the first time? Why?

72. Direct three members of the class to prepare and deliver a talk on essentially the same topic, each one taking a different position.

For example:

Babe Ruth was a greater baseball player than Willie Mays.
Willie Mays is the greatest baseball player of all time.
Why is it difficult to compare Willie Mays with Babe Ruth?

73. Instruct the class to bring in magazine and newspaper advertisements that contain some form of propaganda. Have each student read his article while the listeners try to detect the tactics of persuasion contained in each advertisement. As a follow-up activity, the class might discuss television commercials which use, fairly and unfairly, "eye and ear" approaches to persuasion.

74. Tape record a series of advertisements from radio or television programs and play them for the class. Then discuss with the class the particular devices used in each case to sell the product. To what group, if any, is the appeal directed? What is the nature of the material used to convice the listener? Which propaganda devices -- testimonial, bandwagon, name calling, transfer, repetition, glittering-generalities, card stacking, or emotionally charges words -- if any, are used? What kind of language is used? Supplement the activity by analyzing political speeches in lieu or in comparison with advertisements.

75. Tape record a series of newscasts or read aloud a series of articles from newspapers and magazines which cover either a current or an historical event. Have the students take notes as they listen, and then determine which accounts were essentially factual and which were editorial in nature. What was the purpose of each report? To whom was it addressed? Which items of information were included and which were excluded? What was the language used? What conclusions, if any, were drawn? How does one detect a speaker's motives?

76. Read aloud an advertisement which demonstrates the use of emotion laden words. Ask the children to tell how this makes them feel about

the item being advertised. Then have them examine the advertisement to see if the evidence given really supports the conclusion that this is the best product of its kind on the market. Lead them to realize that supporting material must be evaluated objectively before conclusion can be accepted.

77. Discuss with the pupils various rules given to them regarding classroom behavior. Presumably the rules will have been sound, and the reasons for the rules equally sound. Occasionally, a rule will reveal itself as baseless and absurd. It should be changed to one which demonstrates to the pupils that a sound relationship should exist between argument and conclusion.

78. Direct the children to close their eyes and to listen to and identify particular sounds such as a person walking; a book closing; paper crumpling; water running; pencil sharpener working; a door, window or drawer opening and closing; money (coins) jingling; or someone writing on the chalkboard. Lead the children to a discussion of situations in which the identification of sounds is especially important.

79. Read aloud nursery rhymes, stories, and poems that emphasize a particular sound. Have the children indicate when the sound occurs and tell whether the sound is at the beginning, the middle, or the end of the word.

80. Have the children locate a hidden object by listening to a rhythmic tom-tom beat which grows louder as the child approaches the object and softer as he draws away from it. After the exercise is completed, discuss with and demonstrate to the children the changes that can be made in intonation when the volume and/or tempo of beats is increased.

81. Have the pupils listen as the teacher reads aloud a passage of factual material in a variety of ways (1) monotone (2) average inflection (3) exaggerated inflection. Discuss with the listeners the differences between the forms. Lead them to the realization of the best way to use voice to get across the idea to the person listening. The teacher might well listen to his own taped vocal inflection pattern before this exercise.

82. Introduce vocal variations that indicate emotional content. Show how inflection may change the meaning of the word or phrase.

For example:

> "Oh" with a rising inflection may indicate "is that so"; with a falling inflection it may indicate dismay; and with a flat intonation it may demonstrate understanding or deflation.

83. Have the pupils listen to and read aloud sentences and passages which indicate through changes in voice inflection, various emotional responses.

For example:

> "Who are you?" to show puzzlement, fear, anger, indifference.

Discuss with them the vocal changes which convey this feeling.

For example:

> "anger is usually indicated by a fast rate, loud voice, and medium or flat inflection."

84. Practice may be given with drills on compound words (e.g., the difference between blue bird and bluebird) and on parts of speech. Have the children listen to short sentences or paragraphs picking out words that are stressed. Although an important distinction between blue bird and bluebird is juncture, we are here concerned with its effect; degrees of stress differ between the words in the two groups.

85. The children may be given examples of words and phrases that make use of pause and stress as aspects of rhythm to convey meaning.

For example:

> Pause and stress can change the sense of the same words.
> "We voted to have a red carnation."
> "We voted to have a red car nation."

Discuss with the children the importance of recognizing and responding to meaningful word groups instead of the one word at a time or words that do not go together.

86. Read aloud a few short poems with obvious but differing rhythmic patterns, and ask the children to respond to the rhythm. Then let them develop their own poems, either in oral or in written form. As a child says his poem aloud, have the class check the accuracy of the rhythmic pattern by responding to it physically.

87. Real aloud carefully selected passages of prose and poetry. Have the pupils pick out the basic rhythm patterns. Poetry selections might be used first since rhythm is more obvious here. This activity might be used in conjunction with material on stress to show its relationship to rhythm.

88. Read aloud a group of sentences that contain homonyms and ask the children to listen for words which sound exactly alike. Include sentences with words which rhyme and words with similar phonemes that are not homonyms.

For example:

The two girls were there, too.
He did not write the right word.
The naughty kittens lost their mittens.
Why did he hide the ball?
Little Boy Blue come blow your horn.

89. Say aloud a word such as date or song and have the students suggest words which rhyme with your example. The words might be listed on the chalkboard as they are volunteered. Then allow the students a few minutes for the preparation of original quatrains, using words from the activity. Have them present their verses orally before the class as the other students listen for the rhyme.

90. Read to the children and/or have the children read and tell stories that make use of refrain.

91. Have the children listen to tongue twisters (e.g., Peter Piper Picked a Peck, Esau Wood Sawed Wood, If a Woodchuch Would Chuck) and discuss with them the kind of repetition that is involved.

Have the children provide other examples either from prior experience or by writing their own. These tongue twisters may then be used for practice in phrasing, stress, articulation, and so on.

92. Ask two children to leave the room for a few minutes, and while they are absent relate a story, an incident, a tall tale, or a joke to the rest of the class. Ask one of the children to return, and have a volunteer tell him the story in the full view and hearing of the class. Then ask the second child to reenter the room, and have the first child tell him the story he just heard. Is the third rendition of the tale the same as first? If not, how does it differ, and why? What does the activity tell about listening? Did everyone listen to the story? Does the speaker have anything to do with the listener? Repeat the activity from time to time in an effort to reduce the disparity. To sustain interest, limit each session to one story and increase its length and complexity as the children become skilled in the activity.

93. Enable the children to appreciate the importance of sounds to blind people who use their aural environment as a means of determining conditions and locations in order to move about safely without a companion. Have children participate in the following type of activity.

> Play a variation of "Blind Man's Bluff" or "Pin the Tail on the Donkey" in which the children direct the movements of a blindfolded volunteer by means of voice clues.

94. Discuss with the pupils the pitfalls of half-listening, attention faking, selective inattention, and "tuneout". Direct them to write compositions, stories, or poems which illustrate these. Pupils may share their papers through oral reading.

95. Have the class keep a listening chart which records all the things they do during the school day which specifically involve listening, and the time devoted to listening during each activity. Have the pupils total the time periods daily and weekly, and calculate the percentage of time spent in listening per school day and week. The activity can be varied by having each pupil keep a chart of his own listening experience during a given period of time and having a chart on the bulletin board which represents a summary of the individual records.

96. Have the students keep a daily record of every sound they hear during specified length of time. After a very short time they will discover their goal is impossible to complete. Periodically, have each pupil report quickly on one of the sounds he heard. Help the others to classify the sound and have a class recorder keep a general record. At some point, discuss with the class the sounds they heard, the significance of each sound to their living experience, the frequency with which it is heard, and the kind of listening it requires. Why are some sounds more important than others? Under what conditions does the same sound become more important than usual?

97. Divide the class into small groups and assign to each the formation of a "tall tale". Stimulate their thinking beforehand by reading aloud a Paul Bunyan story or a similarly exaggerated narrative and eliciting ideas from the students for original stories. Have one member of the group begin a tale as the others listen, and then -- one after another -- have them continue the story to the conclusion. Tape record the process, and allow the groups to use their tapes to polish the stories for presentation to other groups or to the class as a whole. Play one of the more sequential tapes and have the students listen for the continuing aspects of the tale. Then play one of the less sequential tapes and have the students point out where the tale veered from its course.

98. Invite to class (or to asmall assembly program) a community helper, such as a fireman, a policeman, a merchant, or the local postmaster. Before the program, discuss with the children the kinds of information they might secure from their guest's presentation. Following the program, invite the children to share verbally with the class the elements and techniques which helped them to remember what was said. Give special recognition to any recollections not anticipated and identified by the class prior to the guest speaker's talk. Tape the speech for a question and answer session to further verification of what was asked and said.

99. Read to the class a list of about 20 words. Prior to the reading of the list, instruct pupils to listen for words ending in ly, and advise them that they are not permitted to take notes. After the list has been read, invite members of the class to write on the chalkboard any of the ly words they can recall.

Following this presentation read a second and similar list to the class, but do not tell them which words they will be asked to recall. After the reading, have them try to recall the proper names. A comparison of the number of words they are then able to remember is often a dramatic way to point out to students the effect and importance of listening with purpose.

100. Listen to recordings of choral speaking that contain unison speaking, refrain speaking, and solo voices. Early experiences with choral speaking should emphasize enjoyment. Later in the year classes might elect to evaluate their own performance in this area.

101. Using a tape recorder or a record player and a set of earphones, construct a "listening laboratory" at the back of the room, in the library, or wherever space is available. Prepare a set of tapes, or use prepared tapes or records, and enable the student to practice his listening skills as often as possible. Using short quizzes based on the content of the tapes or records, have the student test himself frequently and keep a running chart of his ability to listen.

102. Point out to the children that a phrase like "Sing a Song of Sixpence" by Mother Goose is a familiar example of repeated letters, such as the s's in the title. Ask the children to make up phrases having similar sounds at the beginning, such as busy bee, golden glow, pretty picture, and blind bat. This may be followed by a simple explanation of the pleasing effect of alliteration, end-rhymes, and internal rhyming.

103. Ask the children to find particularly pleasing lines in the poems they read and to point out what they think makes them especially pleasing to hear. Elicit from them why they particularly like the sound of end rhymes and have them find words that begin with the same initial letter. Have the children repeat the words aloud so as to gain the pleasing effect on the ear. Have them search for internal rhymes and have them read them aloud.

104. Folk tales in prose make frequent use of alliteration. Be on the lookout for examples of this type of figurative language and have the children call attention to it when they meet it in their readings.

105. Approach the topic of tone or mood by asking the children how they feel on different occasions, such as Christmas morning, the 4th of July, a very special birthday, a rainy day, holiday time at the beach, or when they are ill. Point out that authors also have certain moods in which they set their stories, such as joyful stories, sad stories, funny stories, scary stories, and tender stories.

After reading a story or poem, ask the children:

Is this a happy, quiet, or sad story?
How does it make you feel?
Did you want to cry?
Did it make you feel quiet and restful or serene?
Which type of story do you like best?
Do you like different stories at different times?
Would you always want to read funny stories, or would a quiet, calm story satisfy a mood on a different day?
Does everyone have moods? What causes them?
Find words or expressions that tell you the kind of mood in which the story is being written.
Do some stories start off in one mood and end in another? Can you name some?

106. Have the students mill around the room saying hello or greeting each other verbally or physically. After a short period of time, all students are to be seated. Brainstorm the experience and write on the board what happened in the exercise that made them feel that one greeting or approach by a classmate was better than another. Elicit ideas such as: firmness of touch, eye contact, voice, pitch, and facial expression.

107. Read a "good" library book to the class on a daily basis (one selected with the assistance of your librarian).

108. In conjunction with a unit on public speaking I have the class invent a product for which they present a commercial. This is usually the third orfourth speech in a series of eight, so the mechanics are usually starting to be fairly consistantly utilized. The children are given a time limit (much as a TV sponsor would be required to fit) and are encouraged to use propaganda techniques (testimonial, generalities, bandwagon, etc.) which are found in commercials and which we study concurrently. Also, the use of originality in product invention rather than the "watering down" or "copying" of an already existing commercial is stressed.

VII RELATED LANGUAGE SKILLS 4 - 6 "RELATED ACTIVITIES"

1. Present a list of words such as twist, twine, twin, twinge. Discuss these with the students eliciting the alphabetical order. Have them look in their dictionaries for each word to check the correct order.

2. List with the students references which present information alphabetically, such as an index, the dictionary, card catalogs, and the encyclopedia. Have the children use these references frequently to attain facility in quickly locating words listed in alphabetical order.

3. Have the children examine the table of contents and the index of a textbook. Elicit similarities and differences. Help the children to decide when they would use the table of contents and when they would use the index.

Guide students in the use of the table of contents and the index in locating information.

4. List, with the children, areas they may wish to pursue in relation to a topic being studied. For example, in the study of Egypt they may be interested in its art, its agricultural products, or its industry. Ask the students how they would find these in a reference book. Elicit the fact that, if it is a general reference, the topics would be listed in the index under Egypt, but, if it is a reference on Egypt, it would be listed under the more specific heading.

5. Have the children locate the glossary in a textbook. Elicit the fact that the glossary lists and defines words that are needed to understand that book. List on the chalkboard words from the glossary that children will need to know to understand an assigned selection. Direct them to find these words in the glossary before reading the selection, and refer to them as needed as they read the selection.

6. Have the students examine a textbook. List, with them, the various parts, such as the title page, preface, glossary, and bibliography. Elicit a working definition of each.

Refer the students to these parts of a book when appropriate.

7. Have children look through a chapter of one of their texts to find a section on a specific topic. For example, they may look through a chapter on New York to find a section on Peter Stuyvesant. Guide them in using bold type headings, paragraph indentations, and key words to locate information by skimming.

8. Draw students' attention to the bibliography in one of their texts. Allow time for the students to scan it, and then ask them to explain what they think it is. Elicit the fact that this is a list of references the author of the book felt would be helpful to anyone who wanted more information on the subject. Guide students in using the bibliography as they do research.

9. Introduce several types of reference books found in the school library. Allow children to browse through these with questions in mind such as the following:

What kind of information is found in this book?
What have the authors done to help one use this book?
Who are the authors, and what is the copyright date?
When might one need to use this book?

10. Reproduce on oak tag a sample index from an encyclopedia. Draw their attention to cross references. Discuss the purposes of these.

Note: As students at this level do research for a report, they may need individual help using cross references.

I GRAMMAR 7 - 8 "RELATED ACTIVITIES"

SENTENCE PATTERN MODELS

The following list of sentences contains the seven patterns referred to in this section. English sentences are variations of one or more of these seven basic patterns.

Pattern I	The fire burns. Some dogs barked.
Pattern II	John saw the train. The dog bit the man.
Pattern III	The air is cold. Most birds are small.
Pattern IV	My dog is a collie. That man is a teacher.
Pattern V	Bill gave the dog a bone. Mother bought me some candy.
Pattern VI	Ann called this tree a maple. The class elected Bob president.
Pattern VII	The ride made some girls ill. We made the teacher angry.

"RELATED ACTIVITIES"

1. Write on the chalkboard the pattern II prototype sentence.

The dog bit the man.

Lead the class to understand that in a pattern II sentence the subject immediately precedes the verb.

Active voice: The dog bit the man.

The distinction between active and passive constructions in verbs may be made at this time.

Passive voice: The man was bitten by the dog.

The active-passive distinction between the subject as actor and the subject as acted upon is repeated in the following illustrations of the subject being determined by word order.

Pattern II:	John saw the train The train was seen by John.
Pattern V:	Bill gave a bone to the dog. The dog was given a bone by Bill. A bone was given to the dog by Bill.
Pattern VI:	The class elected Bob president. Bob was elected president by the class.
Pattern VII:	The ride made some children ill. Some children were made ill by the ride.

2. The class may be led to review the changes observed in the preceding illustrations.

Changes in verb form
Changes in word order
Changes in noun functions
Addition of words in some sentences.

3. Provide two basic pattern sentences, such as:

The cat ran in the field.

The dog ran in the field.

Have students combine these two sentences into one with a compound subject. The expanded construction will be one, such as:

The cat and the dog ran and jumped in the field.

Have the class experiment with making up sentences.

4. With the class, draw up a list of three- and four-word prepositional phrases to get the "feel" of phrasal unity.

in the barn	at the bottom
on the roof	under the sink
by the door	out of the closet
beside the desk	behind the door

Compare the positioning of single-word adjectives with the positioning of prepositional phrases functioning as adjectives.

The red tractor in the barn is new.
 The red tractor
 tractor in the barn

The stone chimney on the roof sends up smoke.
 The stone chimney
 chimney on the roof

Have the class provide fillers.

The adj. house hides a adj. barn.

5. The adj. adj. house hides a adj. adj. barn.
The house phrase hides a barn phrase.

The car phrase has adj. adj. wheels.
The adj. winner is the team phrase.

Discuss with the class whether or not they can understand the meaning of prepositional phrases placed in unusual positions, such as:

The in the red dress girl
The on the fence hen
The in the barn tractor
The on the corner house

Lead the class to see that phrasal positions contribute significantly to ease of understanding. This same concept can be illustrated with single-word adjectives.

The girl tall
The hen noisy

To understand the idea that language connections are not rules and therefore do not always operate, provide exceptions such as:

The chimney brick (What kind of brick?)
The engine red (Which shade of red?)
The police state (What kind of state?)
The split banana ( )

See Listening and Speaking: Aural Comprehension 7-12, "Listen for and Understand Relationships", p.14.

6. Combine into one a series of basic pattern sentences, such as:

The dog chased a rabbit.
The chase took place in the wood.
The dog returned home.
The dog was exhausted.

In combining these sentences, changes in position and form of syntactic elements may be observed, such as:

> Pattern II sentence, "The dog chased a rabbit" becomes an open-ended independent clause.

7. Pattern I sentence, "The chase took place in the wood," becomes the prepositional phrase functioning as an adverb modifying "chase".

chased in the wood

Pattern I sentence, "The dog returned home," becomes a verb plus adverb.

returned home

Pattern III sentence, "The dog was exhausted," becomes an adjective.

exhausted

The combined sentence could then be one, such as:

> The dog chased a rabbit in the wood and returned home exhausted.

Discuss with the class the fact that the competent writer goes through a reduction process such as the preceding one without being conscious that such a process has taken place. Lead the class to see that expansion, a reversal of the process, may be particularly useful to a writer as an analytical device to determine whether he has placed a modifier in a position which will prevent ambiguity of meaning.

Example:

> The rabbit escaped from the dog in the wood.

Ambiguity problem:

> The rabbit excaped from the dog in the wood (which dog-adjective)

OR

> The rabbit escaped from the dog in the wood (where - adverb)

Two incidental insights may accrue.

> one: Basic sentence patterns are capable of infinite variation and complementation.
>
> two: Reduction,expansion, and transposition of syntactic elements are systematic operations and therefore grammatical skills.

8. Review the concept that pronouns comprise a word class that has completed all of its members and is therefore termed a closed class. Provide a contrast of open noun class words with closed pronoun class words.

A. Pronouns are a closed class of words.

nouns: boy - boys
youth - youths

pronouns: he - they
him - them

The class can be led to see that each year new words for identifying young males may be added to the dictionary. Pronouns for such identification will not be added because there probably will never be any new pronouns.

B. Pronouns reduce repetition.

Review the understanding that a pronoun can be used not merely for a single-word noun but for a noun phrase.

The heavy rain - it
The girl - she
The man in the iron mask - he
The football team - they

C. It acts sometimes as an expletive.

Develop with the class the concept of it as a connector whose function is to fill sentence positions.

9. It is cold outside. (the weather?)
Take it easy. (life? today?)
It is time to begin.
Here it is Tuesday already.

Lead the class to see that the above formal statements are often expressed in informal, fragmented fashion in oral discourse, such as:

Cold outside.
Easy.
Time to begin.
Tuesday already.

The absence of the expletive it in the examples of oral discourse emphasizes the role of it merely as a filler of sentence positions in written discourse.

10. Have the class construct time lines with a few important dates, as they do in social studies. Develop with the class the concept that time lines can be extended through the present and into the future to include events now occurring and to predict possible future

events. Have the class construct sentences summarizing illustrative items on the time line, such as:

> Before the invention of the airplane, nations surrounded by large bodies of water considered themselves safe from sudden attack.
>
> After World War II, the United States and the Soviet Union emerged as two great world powers.

Discuss with the class the time signals flashed by the prepositions before and after in the preceding adverbial phrases. Present further illustrations of adverbial-verb tense relationships, such as the following:

> Yesterday we were a country ready to save the world. Today we are an adult country with all the problems that growing up brings. Tomorrow we will be an old country but we hope that our ideas still will be young.

11. Lead the class to assign phrasal and single-word adverbs such as now, soon, last week, and in the future to the general categories of yesterday, today, and tomorrow.

Develop with the class the understanding that in some instances adverbial expressions of time are not stated but can be deduced from signals presented by auxiliary verbs, as in the following:

> He had (verb) his name on the deed.
> Time line: Yesterday -- Yesterday (action begun in the past and completed in the past)
>
> I have (verb) my final examinations.
> Time line: Yesterday -- Today (action begun in the past and completed in the present)
>
> She will have (verb) her book a week.
> Time line: Today -- Tomorrow (action began in the past and completed in the future)
>
> The argonauts will (verb) the deepest land surfaces under the oceans.
> Time line: Future -- Future (action to be begun in the future and completed in the future).

To develop this adverbial signaler-verb tense skill connection further, assign an exercise story to be retold in a tense different from the tense used in the original narration.

12. Review with the class the concept of open and closed word classes demonstrated previously in comparison of nouns and pronouns. Then lead the class to accept prepositions as a word class that on rare occasions gains a new member, but that for all practical purposes operates as a closed class.

13. The structural role of prepositions may be illustrated in sentences such as the following:

John went into the room.

The preposition into establishes a relationship between the verb went and the noun phrase the room, with the entire prepositional phrase acting as an adverb.

They saw several houses of traditional brownstone.

The preposition of establishes a relationship between the noun houses and the noun phrase, traditional brownstone, with the entire prepositional phrase acting as an adjective.

Discuss with the class the role of sentence position in establishing relationships between prepositions and their objects within the phrase and prepositional phrases and the elements they modify. The fixed position of prepositions in relation to their objects may be illustrated as follows:

John went the into room
John went the room into
John into went the room
Into John went the room

The limitations on the sentence positions which may be assumed by the complete prepositional phrase may be illustrated as follows:

John into the room went.
Into the room John went.
Into the room went John.
John went into the room.

Discuss with the class the fact that in the four positions assumed in the preceding illustrations by the prepositional phrase, all convey meaning, but the fourth conveys it with the greatest clarity and ease, or, in other words, it follows the patterning conventions of the English language.

14. The police saw people milling around.
To their right, the police saw people milling around.

Discuss with the class the pronoun ambiguity that arises when the subject-predicate division is not followed.

The police saw people milling around to their right.

The placement of the pronoun their in a position where the sentence predicate comes between the pronoun and its antecedent may be used with the class to again demonstrate the role of grammatical conventions in contributing to clarity of expression and ease of communication in language.

15. Discuss with the class the concept that and and or may be equated with the mathematical sign of equal in the sense that elements on either side of and and or may exchange position without altering meaning, as in the following:

The boy ran and jumped.
The boy jumped and ran.

Her constant talk and his constant shouting annoyed me.
His constant shouting and her constant talk annoyed me.

He was always popular, whether acting on Broadway or directing in Hollywood.
He was always popular, whether directing in Hollywood or acting on Broadway.

16. Develop with the class the concept that when a form of the verb be is followed by a noun, the verb may be equated with the mathematical sign of equal and the nouns may exchange position without altering meaning, as in the following:

Ralph is the winner.
The winner is Ralph.

Winning is the goal.
The goal is winning.
The goal is to win.
The goal is a well-played contest to be won by the best team.

Mary and Jane were honored guests.
The honored guests were Mary and Jane.

Tomorrow will be a better day.
A better day will be tomorrow.

Review with the class the concept that the English language communicates easiest when conventional patterns are presented. It is this factor that explains why, for example, *Tomorrow will be a better day* will occur more often than *A better day will be tomorrow*.

17. Lead the class to see that adjectives may be transposed in the manner of nouns, but with even greater influence to ease of communication.

Ralph is aggressive.
Aggressive is Ralph.

18. Provide sentences to illustrate that in the case of complements functioning as adverbs the damage to ease of communication is great.

Laura is in the house.
In the house is Laura.

She skated effortlessly over the ice.
Effortlessly over the ice she skated.

19. Discuss with the class the fact that all basic English sentence patterns have at least two parts and some have three.

Pattern I:	The fire subject	burns. predicate	
Pattern II:	John subject	saw predicate	the train. complement
Pattern III:	The air subject	is predicate	cold. complement

Pattern IV: My dog is a collie.
subject predicate complement

Pattern V: Bill gave the dog a bone.
subject predicate complement

Pattern VI: Ann called this tree a maple.
subject predicate complement

Pattern VII: The ride made some children ill.
subject predicate complement

20. When the class has been introduced to definitions of the Parts of Speech play mad-libs to reinforce skills.

21. Have class form groups of 4-6 people. Then give each person in the group one noun, one verb, one adjective, one adverb, and an article. The groups use these words to compose sentences. The sentence can then be used in either compositions or poems.

22. Use newspaper headlines to teach parts of speech.

23. Give students sentences which contain the two basic parts of a sentence - a subject and a verb. Have them add specific parts of speech to make more specific interesting sentences.

Example:

Billy walked.(Add a prepostion, an article, a noun and an adverb.)

Sally fell. (Add a preposition, an article and a noun.)

Sponges float. (Add two adjectives, a preposition, an article and a noun.)

Rain falls. (Add two adjectives, an adverb, a preposition, an article, and a noun.)

Telephones ring. (Add an adverb, a preposition, an article and a noun.)

24. Have students combine short sentences to make a single sentence. Have them use phrases, use compound verbs, or add adverbs and adverb clauses to make shorter sentences.

II LINGUISTIC TOPICS 7 - 8 "RELATED ACTIVITIES"

1. Set up a number of hypothetical situations with responses. Have the pupils choose the response which they feel is best for the situation. Have them justify their choices. Help them to see that what is best is not always the most "correct" by textbook standards. Discuss the possible outcomes of answers or responses not in keeping with the situation.

Discuss with pupils those factors governing usage: audience, situation, purpose, and personal ability. Help them to see that language has society-imposed standards and values and that language can mark a man for the better or worse. To further illustrate this point you might read selections from My Fair Lady or play selections from the record.

2. Have the pupils read selections from literature and ask them to describe the individual speaking. On what did they base their judgments? Which speech seems most educated? most natural? most like their own?

Samples of speech in literature might be drawn from: The Adventures of Huckleberry Finn; Treasure Island; Benet's John Brown's Body; L.G. Ross' Education of H*Y*M*A*N K*A*P*L*A*N; "Mandalay" by Kipling.

After completing exercises of the above types make sure that the pupils are thoroughly aware that differences in speech do exist and that they themselves are aware of social levels connected with speech levels.

3. Have the pupils think about and write down the ways they might request something of:

a clergyman
parents
a young child
a teacher
a peer

What differences are evident among the various ways of requesting? Why do these differences occur?

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Give the pupils a number of hypothetical situations such as those which follow and ask them what responses they would give to each of the individuals listed below the situation. Why do differences in response occur?

You are tripped by:
    a younger brother
    a peer
    an adult

You are writing a letter to:
    a prospective employer
    a close friend
    a parent

You lost a close game. You are telling about it to:
    the referee
    a teammate
    the parents of a girl friend or a boy friend

Ask the pupils to indicate which audience would receive the most formal language and least formal language in each instance.

Present a number of expressions, such as: ain't, him and I, I dunno, I don't never do nothin'. Ask the pupil to indicate situations where he might use these and situations where he would be least likely to use them. Help him to see that he has a built-in selector which causes him to choose language to fit the situation.

4. Provide many opportunities for the students to participate in classroom discussions. Encourage them to use their developing vocabularies in these discussions.

5. Have the students skim through a newspaper underlining words peculiar to that media. Discuss words underlined, their meaning, and reasons for their use. Instruct the student to list words used in a TV or radio news broadcast that are in general use mainly in the mass media.

6. Draw the students' attention to abbreviations, acronyms, and commonly used symbols encountered in their reading. Discuss the meanings of these and reasons for their use. Interested students may make a collection of abbreviations, acronyms, and symbols used throughout the mass media.

7. Instruct the students to list words used on TV or radio commercials that carry emotional overtones intended to influence the buyer. Discuss these with the students, paying particular attention to connotations.

8. Have pupils with special interest or competence in academic or vocational areas give talks on their special fields. Encourage them to use the technical vocabulary required for these areas. Comment with the pupils on words which may not be familiar. Emphasize how a knowledge of these vocabularies can contribute to reading. Have pupils discuss the technical vocabulary they need in studying instrumental music, ballet, or painting.

9. Write several sentences on the chalkboard containing the word good. Have pupils replace this word with more exact words to express meaning. Other words such as got, went, and said may also be used for practice purposes. From a paragraph on the chalkboard, have students replace all forms of the verb to be with another word.

10. Draw the students' attention to the use of direct explanations, contrasts, action clues, and introductory or followup clarifications of word meanings in their reading. As they meet new words, guide them in determining meaning through use of these clues.

11. Present a series of sentences to the class containing the word run.

> She sat motionless, watching the milk run across the grimy tablecloth.
> Hot water will often cause colored clothing to run in a washing machine.
> He had the run of the house.
> She saw a run in her stocking.

Have pupils discuss the multiple meanings of this word. Ask the class to use such words as wings, teeth, and fork in sentences that will show the various meanings of each word.

12. Comment occasionally on writers' use of synonyms and antonyms. Discuss with pupils how synonyms extend and clarify meaning; show that antonyms add force to both concepts.

13. As pupils develop skill in using dictionaries to locate synonyms

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and antonyms, suggest the limitations of this reference and the need for more complete resources. Introduce Roget's Thesaurus and Webster's Dictionary of Synonyms; examine the organization of each; and discuss circumstances under which one would be preferable to the other.

Note: Such activities should rarely be organized as drills but should develop through pupils'needs in reading and writing.

14. Select words from the reading material which have rigidly prescriptive meaning, such as antelope, valid, and rue. Have students suggest other words which might have been used in their place. Compare the effectiveness of these. Reverse the procedure and select a word of general meaning, find words with more specific meaning and compare their effectiveness in the context of the reading. Lead pupils to realize that the more limited the word, the clearer the meaning.

15. Write on the chalkboard a word from the reading which has an emotional association or overtone, such as mother. Have the students write on their paper all the things this word makes them think of. Compare these lists and discuss various responses.

Lead pupils to understand how words with such broad meanings are subject to individual interpretations and how a writer's use of them can influence the reader's reaction to the ideas presented.

16. Have pupils contribute their favorite slang expressions. Analyze the exact meanings. Attempt to find words and expressions on a more formal level of usage which may be substituted for the slang. Discuss reasons for use of slang and colloquialisms.

17. Words found in the context of many class reading materials often have picturesque origins. A class dictionary of these words, compiled and illustrated by interested pupils, can be a valuable resource for all the pupils. Such words as candidate, alarm, calculate, neighbor, lace, and journey may provide interesting motivation.

18. Encourage pupils studying foreign languages to comment on cognates they encounter in their reading or study in their foreign language and discuss with the class shades and differences in meaning.

When pupils encounter words or phrases of foreign origin in their reading, encourage them to investigate the origin and history of such expressions rather than merely to determine meaning.

19. Ask the class to look for new words that are being added to our language. The mass media are excellent sources for such additions. Have pupils make a class dictionary of these words. Meanings would be derived from context since these words probably would not appear in the dictionary.

20. Draw the students' attention to words in their reading such as unsurpassed, reinstated, unrecovered. Lead the students to discover meanings of these by examining the root words and prefixes. Try the derived meaning in context of the sentence to see if it makes sense. The dictionary may be used to check meaning.

21. Write on the chalkboard words from the reading such as decisive, circular, compulsion. Elicit the root words from the pupils. Write the root words next to the derived forms. Lead pupils to understand that when they recognize the root word they can usually determine the meaning of the derived form.

Find the sentence in the reading in which the word is used. See if the meaning decided upon fits in the context.

22. Draw the students' attention to compound words in their reading such as outskirts, deadlock, spellbound.

Help children to see that some compound words have meanings different from the actual meanings of their parts, but, through recognizing the parts and giving careful attention to context, meanings of these compound words can be unlocked.

Elicit from the students, also, that these words often give more flavor and color to our language.

23. Write on the chalkboard a sentence from the reading such as the following:

It was a herculean task.

Ask students to explain the sentence.

Have them list other terms derived from the qualities or characteristics of fictional characters, or social or political personalities. Lead them to realize how these words enrich our language.

24. Have pupils read a short selection which puts the reader in a very quiet mood or one meant to excite the reader.

Ask the class to make a list of words from each selection which sets the mood. Provide an opportunity for pupils to discuss these words and reasons for their use.

25. Have pupils read a news item in a conservative newspaper and the same item in a more sensational paper. Compare with them the choice of words in each.

26. Encourage students to keep notebooks or card files of vocabulary lists. As new words are met in reading, discussion or through mass media, the students should write the word, define it in their own terms (discourage copying definitions from the dictionary) and use it correctly in a sentence.

Occasionally the teacher may wish to go over these lists with individual students.

27. Students should be encouraged to use newly acquired vocabulary in classroom discussions and in composition. Crossword puzzles, cryptograms, scrabble, and word substitution games may be used to challenge children to recall and use new words.

28. Encourage pupils to consult the dictionary frequently for word meaning. Help them to apply the correct definitions to context.

29. Discuss the use of such language as the following sentence:

> The rich, fragrant juice oozed from the freshly baked pie.

Lead the students to see how certain words appeal to the senses and bring reactions to the reader based on past experiences.

30. Occasionally draw pupils' attention to writers' use of familiar words which, in the special context, create a satiric or an ironic expression. Lead them to understand how a shift in tone or style through the use of exaggerated or understated vocabulary can completely change the meaning of an apparently obvious statement.

31. Give pupils skeleton sentences of comparisons.

He is as _________ as ________.

Ask for completion of the comparisons.

Lead them to recognize the ineffectiveness of the cliche simile. Help them evaluate the effectiveness of comparisons which they encounter in their reading.

32. Make lists of the words that come from a root word.

Example:

Porto: to carry: portable, porter, portfolio, import, portage

33. Have students plan a buffet dinner of International Foods. Use a dictionary to find foods that come from foreign countries. Start with a word list. Then have students add words of their own and check origins in the dictionary. (Use: chili, sauerkraut, banana, gumbo, waffle, noodle, broccoli, etc.)

34. In a dictionary look up words like those in the list that follows to find the country of origin.

Example:

trek, rodeo, graffiti, echo, corral, cantaloupe, siren, zany, cocoa, chimpanzee, mercury.

III MECHANICS 7 - 8 "RELATED ACTIVITIES"

1. Give sample sentences like those that follow and answer the questions before each one.

1. Which sentence pays a compliment about appearance?

   A. Alice is a pretty smart girl.
   B. Alice is a pretty, smart girl.

2. Which sentence describes three Monopoly players?

   A. Sam Lewis, Sharon Ross, and I are playing Monopoly tonight.
   B. Sam, Lewis, Sharon, Ross, and I are playing Monopoly tonight.

3. Which sentence is a command?

   A. Lucy and Jerry, come with me.
   B. Lucy and Jerry come with me.

4. In which sentence is the speaker announcing his/her thirst?

   A. We are going to drink, Sue, before we leave.
   B. We are going to drink Sue before we leave.

5. Which sentence is a job ad for convicts?

   A. Wanted men to work on railroads.
   B. Wanted: men to word on railroads.

6. In which sentence do older and younger students have separate demands?

   A. Seniors demand free periods, juniors, free lunch.
   B. Seniors demand free periods; juniors, free lunch.

7. In which sentence do the lions eat only one kind of animal?

   A. Lions eat zebras, elephants, leaves.
   B. Lions eat zebras; elephants, leaves.

2. Have students imagine that language experts have decided to redesign our current system of punctuation. A competition is being held to come up with a totally new set of punctuation marks. Here are the rules:

1. Review existing punctuation rules for using periods, question marks, exclamation points, commas, colons, semi-colons, dashes, and quotation marks. These rules are still in effect.
2. Design new punctuation marks based on the current rules of punctuation. Draw designs for each punctuation mark on a sheet of paper.
3. Cut out magazine or newspaper articles and clip them to a paper. Below the clipping, rewrite the article using the new system of punctuation.

3. Give students a list of characters and have them write one sentence of dialogue. Dialogue should reflect the kind of life the character leads, as well as show correct punctuation.

Example:

A. A football player
B. A gangster
C. A five-year old
D. A minister

4. Give students a one-sided telephone conversation and have them supply correct dialogue for the person at the other end of the line.

Example:

Hello!......This is Oscar.....I'm very well, thanks! and you?.....That's good. I have a favor to ask you.......... Well, that doesn't sound too friendly.....Don't be so anxious. I'm about to tell you. I mean it's about the money I borrowed... ...No, I don't exactly have it.......Very funny, old buddy....... But about that favor. I was wondering, could I have a bit more? ....By that you mean no?.......Well, it just goes to show you're not my kind of friend.

5. Dictate sentences employing different end punctuation and internal punctuation.

6. Give students a group of scrambled sentences. Students should unscramble the sentences and supply both internal and end punctuation.

7. Teach students some editing symbols. Give dittoed copies of other students' work and have students proofread adding symbols when they note mistakes.

Example:

Editing Symbols

∧	insert	¶	paragraph
⊙	period	≡	capitalize
^	comma	/	lower case
ℓ	delete	∼	transpose

8. Give students copies of unclear messages and have them rewrite the sentences adding punctuation or information so that the messages are clear.

Example:

Be back before long Pete

Dad returning drapes for hat I told you about. Will see about your shaver with the extra money don't wait for supper Tricia

Maud - Planning to meet what do you think Paul.

9. Give students copies of newspaper articles with typographical errors in them. Have them find and correct the errors.

10. Give students lists of book and play titles. Leave out apostrophes and have students insert the apostrophes and underline the titles.

Example:

A. Pilgrims Progress
B. Alices Adventures in Wonderland
C. Gullivers Travels
D. A Dolls House

E. Uncle Toms Cabin
F. A Connecticut Yankee in King Arthurs Court
G. The Presidents Lady
H. All the Kings Men
I. You Cant Go Home Again
J. He Wouldnt Be King
K. It Cant Happen Here

IV SPELLING 7 - 8 "RELATED ACTIVITIES"

1. Use scrabble in teams to motivate spelling improvement.

2. Write lists of homonyms (course/coarse, threw, through etc.). Provide students with sentences missing one or both of the homonyms.

3. Make up a list of "spelling demons" prevalent in a class. Have students write compositions using the words in the list at least twice.

V WRITTEN EXPRESSION 7 - 8 "RELATED ACTIVITIES"

1. Present a sentence such as:

Frightened by the explosion, the boy ran home which blew up the store.

Discuss this with the students, leading them to understand that this sentence is unclear because of the position of the modifying clause. Have them experiment with placing the clause in different positions, such as:

The boy, frightened by the explosion that blew up the store, ran home.
The boy ran home, frightened by the explosion that blew up the store.
Frightened by the explosion that blew up the store, the boy ran home.

Discuss these with the students leading them to recognize the effect the position of the clause has on the clarity and emphasis of the sentence.

2. Write on the chalkboard a sentence, such as:

$\overset{S}{\text{boy}}$ — The boy ran home. (S over "boy", P over "ran")

The girl opened the box.

Have the students locate and explain the function of the subject, predicate, and complement in these sentences. Next have the students suggest single words which will describe the subject, such as enormous, small, timid. Then have the students write sentences, using one of the adjectives.

Examples:

The small boy ran home.
The girl opened the enormous box.

Write on the chalkboard a sentence, such as:

The flames spread.

Have the students suggest single words which describe how the flames spread, such as quickly. Next, have the students discuss the best position for the word and write the sentence, such as:

Quickly, the flames spread; or
The flames spread quickly.

3. Provide a list of common prepositions. Then write on the chalkboard a sentence such as:

Frightened _______, the mother set her baby down.

List under the blank prepositional phrases suggested by the students to fit the blank space.

Example:

Frightened _______, the mother set her baby down.

by the noise
with her discovery
out of her wits

Have the students experiment with writing out these sentences and with sentences of their own.

Supply the students with pairs of sentences, such as:

Relieved, the boy accepted the money.
The boy, relieved, accepted the money.
and
Talking furiously, the actress boarded the plane.
The actress boarded the plane, talking furiously.

Lead the students to discover the construction, function, and effective placement of V + ed and V + ing. Have them suggest other participles, such as weeping, shocked, having been injured, and experiment with their use in the model sentences or sentences of their own composition. Evaluate samples for effectiveness and punctuation.

4. Write one or two infinitives on the chalkboard. Have the students suggest other infinitives which might be used to begin a sentence.

Examples:

To win, the team shifted to a zone defense.
To escape the dog, the cat scurried under the porch.
The boy, wanting to be left alone, closed the door.

Next have the students discuss the infinitive construction to + V and its function in the sentence. Finally, have students write sentences for to + V phrases, such as:

To eat, __________.
________to win the game.

During discussions of infinitives, draw attention to use of the comma.

5. Write on the chalkboard a sentence such as:

The deer fled.

Have the students suggest infinitive phrases which more clearly indicate how, when, where, or why the deer fled, such as:

with great speed, across the debris, at the sound,
to avoid the fire.

Next, have the students write out complete sentences and experiment with phrase placement.

Have the students modify simple sentence statements made about their reading, such as:

Jody has to kill his own pet.

Have the students modify the sentence by adding phrases which refer to the novel, such as:

To show his acceptance of responsibility, Jody has
to kill his own pet.

6. Review the clause concept begun on the previous levels by having the students develop a list of adjective clauses markers, or words which often introduce adjective clauses, such as:

who, whom, that, which, where, and when.

Write on the chalkboard a sentence, such as:

Angered by Brud's _________ remark, my sister slammed the door.

Have the students speculate as to the kind of remarks Brud must have made and list these suggestions on the chalkboard.

Example:

The remarks were:	unforgivable
	totally unexpected
	insulting
	undeserved
	very hateful

Lead the students to phrase their suggestions as adjective clauses which could be inserted into the sentence to add greater detail. Draw attention to the function of punctuation in these sentences.

Example:

Angered by Brud's remarks which were totally unexpected, my sister slammed the door.

7. Have students note the difference between the impact of the addition of an adjective clause and that of adding a single-word adjective, as in:

Angered by Brud's unexpected remarks, my sister slammed the door.

Reinforce the concept of adjective clauses by having the students write sentences based on their reading.

Example:

The main character could not act in time.

Ask the students to add a clause which tells more about the main character.

Example:

The main character, who was uncertain about the situation, could not act in time.

Write on the chalkboard a sentence such as:

The skindiver battled the shark ________.

Have the pupils develop a list of adverb clause markers. List these words on the chalkboard.

Example:

although, because, unless, until, so that, when, while

Have the students suggest clauses beginning with a clause marker which will describe the verb more clearly.

Example:

While the crew of the boat sat helpless
Until his lungs nearly burst

Then have the students build sentences such as:

The skindiver battled the shark, while the crew of the boat sat helpless.
While the crew of the boat sat helpless, the skindiver battled the shark.

Have the students experiment with original sentences.

8. Have the students write pairs of simple sentences.

Examples:

The boy ran home. His friends remained behind.
The boy ran home. His friends followed him.

Have the students identify the S-P in each sentence. Next, have the students combine the sentence using and, but or, nor.

Examples:

The boy ran home, but his friends remained behind.
The boy ran home, and his friends followed him.

Have the students discuss the use of the conjunction in combining the two sentences and the function of the comma. Have the students distinguish clearly among the conjunctions, and write their definitions and uses in their notebooks.

9. On the chalkboard write a compound sentence, such as:

The boy ran home, but his friends remained behind.

Then have the students suggest phrases which will modify each subject and list these in columns.

Example:

The boy	his friends
remembering his chores	wanting to watch the game
feeling hungry	ignoring him
becoming bored	knowing their parents were away

If the modifiers are of different construction, have the students change one of the modifiers to the same construction as the other. Have the students discuss why the change balances the sentence and have them write the complete sentence.

Example:

The boy	his friends
remembering his chores	who wanted to watch the game

This could become:

The boy, remembering his chores, ran home, but his friends, wanting to watch the game, remained behind.

Have the students experiment with positioning the modifiers.

10. Provide the students with pairs of sentences, such as:

The students wandered around the halls.
They were tardy.

Have the students combine the sentences by subordinating the second sentence in the subject of the first sentence, such as:

The tardy students wandered around the halls.

11. Have the students combine sets of sentences which review the skill of using connectors, such as:

The astronauts went ahead with the flight.
The astronauts were unafraid.
The astronauts were dedicated.

The unafraid and dedicated astronauts went ahead with the flight.

Have the students experiment with the results of placing the added words in different positions and compare the original sentences with the rewritten.

Note: The teacher who wishes may want to teach the phrases by their particular labels, such as prepositional, participle, gerundive, and infinitive. Again, however, the emphasis continues to be on the understanding and use of sentence elements for clarity of writing, rather than on a knowledge of terminology.

12. Have the students combine pairs of sentences, such as:

The boy ran to his home.
He was excited about the contest.
or
He wanted to find refuge from the storm.
or
He wanted to be alone.
Excited about the contest, the boy ran to his home.
To find refuge from the storm, the boy ran to his home.
Wanting to be alone, the boy ran to his home.

Devise a series of activities, such as the preceding which deal with phrases in the subject, for the purpose of teaching the students how to subordinate phrases in the predicate. Or the teacher may wish to have the students do alternating activities, first subject then predicate, and proceed in this manner toward the more advanced activities.

On the chalkboard write sets of sentences which lend themselves readily to subordination.

Example:

The eagle can soar for hours.

He circles high above the rocky slopes.
He scans the earth below for signs of life.
He may never beat a wing all this time.

13. After students have agreed upon the key sentence, develop a single sentence by compounding phrases for emphasis and clarity.

Example:

> The eagle can soar for hours, circling high above the rocky slopes, scanning the earth below for signs of life, never beating a wing all this time.

Lead the students in testing the sentence for parallel structures.

14. Provide the students with possible topics for writing.

Example:

> Students in the cafeteria line; students in the hall; a boy on his bike; a student at his desk.

Ask each student to select a topic and to write a concise basic sentence pattern about the topic, such as:

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    S      P
The boy slumped over his desk.
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Next, have the student add two or three more phrases which expand the basic pattern and make a vivid impact on the reader.

Example:

> Chewing gum noisily, cracking his knuckles occasionally, the boy slumped over his desk, carelessly sorting his homework papers.

Duplicate sample sentences from the students' papers. Have the students evaluate the sentences, choosing the most effective ones and noting word choice, order, and subordinating of parallel elements.

15. Have the students combine pairs of sentences, such as:

Tom told a story.
Tom had many interesting experiences during the summer.

Tom, who had many interesting experiences during the
summer, told a story.

In each case have the students understand both the position of the clause and the signal word which introduces the clause.

Have the students combine sets of sentences, such as:

The students planned the dance.
The students had been well prepared.
The students were eager to do the work.

The students, who had been well prepared and who were eager to do the work, planned the dance.

Draw attention to the need for compounding as well as subordinating.

16. As students gain facility in subordinating in the subject, have them subordinate in the predicate by combining sentences, such as:

Tom told a story.
The story held our interest right up to the end.
Tom told a story which held our interest right up to the end.

Have the students combine sets of sentences, such as:

Jerry went to the game.
The game was the last of the year.
The game would settle the championship.

Have the student evaluate for clarity, emphasis, parallel construction, and appropriateness of punctuation.

17. Have the students combine complete sentence patterns, such as:

Paul was noted for his athletic ability.
Paul was not interested in school.

Although Paul was noted for his athletic ability, he was not interested in school.

Have the student experiment with subordinating the two basic patterns in different ways, such as:

Although he was not interested in school, Paul was noted for his athletic ability.
Paul was not interested in school, although he was noted for his athletic ability.

Have the students evaluate the sentences for clarity and emphasis as achieved by order and subordination.

18. Write on the chalkboard pairs of sentences such as:

The students planned the activities.
The students had been well prepared.

Lead the students to think of various ways of combining the sentences.

Example:

The students, who had been well prepared, planned the activities.
Having been well prepared, the students planned the activities.
The well-prepared students planned the activities.

At each step have the students compare the original sentences with the rewritten sentence. Also have the students compare the rewritten sentence with the previous sentence. Lead the students to understand and use the process of substitution, and to note the different meanings which occur through the changes.

The teacher may also wish to use sentences which encourage students to substitute different words in the final step, such as:

Problems which require hard work and which seem to have more than one answer often discourage people who wish to avoid thinking.

Problems requiring hard work and having more than one answer often discourage people who seek to avoid thinking.

Difficult and ambiguous problems often discourage people who seek to avoid thinking.

19. Have students combine sentences, such as:

The students were not working hard enough.
This became clear when they did poorly on the exam.

That the students were not working hard enough became clear when they did poorly on the exam.

Have students become familiar with and use such clause markers as: why, how, that, whoever, and whomever which function to introduce clauses which take the place of single words.

20. Have the students combine pairs of sentences, such as:

Few of the students knew this.
They did not know that some of the actors were born in the same neighborhood.

Few of the students knew that some of the actors were born in the same neighborhood.

Lead the students to understand how and why the clauses function like nouns.

21. Pose a situation which could lead to punishment of a small boy, the doer of an action.

Example:

Mother discovering broken glass and root beer on the floor: What has been going on here?

Then have the students write the responses which the small boy might make if:

He wanted to be vague or conceal the identity of the doer of the action and thereby avoid punishment.

Boy: A bottle of root beer was knocked onto the floor.
He wanted to be direct and concise and get his punishment over with.

Boy: I knocked a bottle of root beer onto the floor.

Similar situations could be posed in which the passive voice is not used to conceal the identity of the doer of an action but is used instead to place emphasis upon the receiver of an action.

Example:

Prospective Buyer: When was the house painted?
Seller: Bell, Hastings, and Company painted the house two years ago.
or
Seller: The house was painted two years ago by Bell, Hastings, and Company.

Have the students decide which of the seller's responses:

best answers the specific question.
stresses the receiver of the action.
stresses the doer of the action.

22. Present for discussion pairs of sentences such as:

The film was enjoyed by all the sophomores.
All the sophomores enjoyed the film.

Lead the students to decide which sentence:

is more concise.
stresses the doer of the action.
is more positive and direct.

23. Have the students write two simple sentences, such as:

The boy ran home.
His friends remained behind.

Then have the students discuss how they might combine the two simple sentences by a method other than compound structure. Lead the students to use adverb clause markers noted before and have them write their suggestions, such as:

While the boy ran home, his friends remained behind.
Even though his friends remained, the boy ran home.
The boy ran home while his friends remained behind.

Have the students discuss the different shades of meaning which result from using different clause markers and different subordinate clauses.

24. As students gain an understanding of substitution, have them rewrite sets of sentences which will give them a sense of style, such as:

> His face flushed. His face darkened. His brows were drawn. His brows were hard, black lines. His eyes shone out. His eyes were beneath the brows. His eyes were a steely glitter.
>
> His face flushed and darkened. His brows were drawn into two hard, black lines, while his eyes shone out beneath them with a steely glitter.
>
> Arthur Conan Doyle
>
> His face flushed, then darkened, as his brows drew together into two hard, black lines with two glittering steely eyes shining out beneath them.
>
> A student

Duplicate samples of the students' sentences, or use the overhead projector, and have the students evaluate their sentences by comparing them with the original set and those of the professsional writer. Lead the students in understanding how style is a matter of word choice and order of elements, both of which are options available to the writer.

Provide the students with sample paragraphs from which transitional devices have been deleted. Have the students rewrite the paragraphs, supplying transition devices, such as pronoun references and connectors. Have the students compare their revisions with the original paragraphs and lead the students to understand the importance of these devices in developing coherence.

25. Provide the students with a series of sentences whose logical arrangement requires skills in organizing, such as:

> I think that more young people should try the best sea food - lobster.
> It might be more expensive than steak, but it's worth the price.
> If it's burned, I can't eat it at all.
> Some people say it's too messy to eat.
> I think that's part of the fun.
> The tender, succulent meat is fit for a king.
> It's lobster.

I prefer my steak well done.
When I go to a restaurant, there is no question in my mind about what I will order.

Have the students organize the sentences in the most effective order omitting irrelevant sentences. Then have them put the sentences into a paragraph. Next have the students compare their paragraphs. Lead them to recognize that the sentences each chose to use depended upon his choice of beginning sentence and that the order he put these sentences gave coherence to the paragraph.

Present the pupils with a broad, undefined topic. Elicit as many and as varied ideas on the topic as possible. Then have them write a paragraph selecting from the ideas mentioned those which will combine to develop one main idea.

26. Have the students rearrange a scrambled time sequence, such as:

They entered the space capsule and fastened their seat belts.
They were counted down.
They boarded the van and were driven to the launch pad.
The two astronauts suited up.
They checked the instrument panel.
They rocketed into space.
They rose to 460 feet in the elevator.
They entered the elevator.

Have the students arrange the sequence into a coherent time order by numbering the sentences. Then have them write the paragraph using time words such as first, after, then, next, when, while, and finally. Encourage the students to use subordination and compounding for clarity and emphasis.

27. Provide the students with unordered list of facts from a short newspaper article. Have them write a paragraph using these facts. Compare their paragraphs with the original article and have the students evaluate these for use of time order and tone. Have the pupils read a selection which is organized by time sequence. Have them list the specific events which lead up to and foreshadow the turning point. Discuss these with the pupils, eliciting the way the author used these to prepare his reader for the turning point. Then have the pupils think of a memorable experience in their own lives and list in order of occurrence the specific events leading up to a turning point in that experience. Have them develop this list

of details into a paper following these general directions:

> Provide a setting so that your reader knows when the experience takes place.
> Write each detail so that it leads to the next.
> Conclude your paper shortly after the turning point.

Have the students determine a problem, such as overcoming doubt, to serve as the basis of a story. Then have them write a narrative in which they develop this idea in a time sequence. Remind them to establish a setting to state the problem directly or indirectly, and to develop the narrative through a series of related incidents.

28. Show an appropriate picture, which will stimulate the students' imaginations and which leads itself to cause and effect thinking. Have the students study the picture and then list possible causes which led to the result. Finally, have the students write a paragraph following these general directions:

> State the main idea.
> Develop the cause or causes so that they lead toward the result.
> Close with the result.

Duplicate and distribute samples of the paragraphs and have the students evaluate them for organization of causes in terms of the stated result.

29. Have the students read an appropriate story from which the ending has been deleted. Have the students identify the problems in the story and suggest the possible outcomes. Then have them write an ending to the story. Encourage the students to maintain the same tone as that of the original story. Distribute samples of their endings and have the students evaluate these for the one which most clearly and effectively satisfies the requirements of the original story.

30. Have the pupils read a selection which presents a clear and understandable climax. After they have finished reading ask a question, such as: What is the climactic incident? Have the pupils write their answers at the bottom of their papers. Next ask the pupils a question, such as: What were the specific incidents leading to the climactic episode? Have the pupils list as many causes as they can.

Then have them write a paragraph, following these general directions:

> Write an effective opening, stating the problem: the main idea of your paper. Develop each of the causes as an explanation of the result or climax. Conclude with the result as a consistent outcome of the causes presented.

Evaluate the paragraphs, distributing duplicated samples or using the overhead projector. Have the pupils note that the paragraph should deal with one main idea and the causes presented should adequately explain the result. Show that in a paragraph with coherence, linking expressions are used to tie the parts together.

31. Lead the students in an examination of an appropriate literary selection which utilizes flashbacks in developing the cause and effect relationship. Have them understand that the author used the flashback to focus attention more on how the incident happened than on the result.

Then assist each student in selecting from his own experience or observation an event which has particular meaning or value, such as: winning an award, making the team, gaining an insight. Have the students write a sentence which tells what the observation or experience meant. Now assist the students in listing the particular causes which lead up to the result. Finally, have the students write their paragraphs using flashback to develop an emphasis on how something happened. Have the students follow these general directions:

> Provide an effective opening using the meaning or value sentence.
> Develop through flashback the causes which lead up to and prepare for the meaning sentence.

32. On the chalkboard write sentences, such as:

> A stitch in time saves nine.
> A bird in the hand is worth two in the bush.
> It's the early bird who gets the worm.

Have the students suggest experiences or observations which illustrate one of the sentences, such as:

> A stitch in time saves nine.

I once lost three friends because I did not apologize to one.
Last year I had trouble in mathematics.
I did not do my homework at the beginning of the year.

Discuss with the students the way in which these sentences illustrate the cause-and-effect relationship generalized in the original sentence. Then have the students write a narrative illustrating one of the original sentences. Duplicate samples of these and have the students evaluate them for development of the idea.

33. Have the students think through a general statement which is appropriate to their interest and ability, such as: Sports develop self-discipline. Have the students select two or three sports which support the statement. Then have them list supporting characteristics for each sport they selected and construct a classification model of their reasoning, such as:

Sports develop self-discipline.

Sport 1	Sport 2	Sport 3
Characteristics	Characteristics	Characteristics

Have the students use this chart to develop a multiparagraph composition.

34. After the students have read a number of short stories, poems, or other literary types, write an appropriate generalization on the chalkboard, such as:

> The setting in a story often influences the life of the main character.

Have the students discuss the statement and think of titles which are related to the topic. Then have them list the details for their selections. Finally, have the students write a paragraph following these general directions:

Write an effective opening sentence using the general statement.
Develop the topic by using the titles suggested and the listed details.

Ask those pupils who are able, to develop the subject in the form of an argument. In such a case, the general direction might be as follows:

> Assume that you wish to convince the reader to support you. In your opening, let him know that your main idea is important. Develop each topic so that the reader will have reason to support your opening. Conclude by urging acceptance of the ideas you have presented.

Have the students evaluate the finished papers eliciting the fact that items were selected and classified to support a generalization.

35. Provide the students with a topic such as: How to Sell a Brick. Provide a framework for the writing of a paragraph by telling the students they are to assume the point of view of a salesman who must sell his last item before going home. Have each student think of a sales promotion for the item. Have the students list the details of their promotion and write a paragraph in which they show the value of the item for use as a doorstop, bookend, paperweight, painted decoration, or the like.

Duplicate a sample paragraph or use the overhead projector, and have the students evaluate the paragraphs for logical classification.

36. Write on the chalkboard a question, such as: What is a game? Ask the students to suggest types of games which are then listed on the chalkboard, such as: soccer, baseball, chess, hide-and-seek, marbles.

Now lead the students carefully in discovering the general characteristics of all the games which have been listed, such as:

> Games involve people.
> Games are controlled by rules.
> Games have goals.
> Games have parts which people play.
> Games are competition.

Now have the students write a definition, using the skills of subordinating and compounding, such as:

> Games are competition controlled by rules and involving people who play parts to attain certain goals.

Have the students test their definition against one of the listed games by comparing the general characteristics of the definition with the specific characteristics of the game. Have the students write a paragraph following these directions:

Open with the definition.
Develop the general characteristics of the definition by making specific references to the game.

37. Have each student choose a term such as barn, county fair, dining, or doctor and list the personal connotations which the word has for him.

Example: Dining

Dining is done leisurely.
Dining is frequently done in a restaurant.

Have the students write imaginative paragraph definitions and then compare these with dictionary definitions. Help the students to discover the difference between literal and imaginative definitions and the relationship of both to style and tone.

38. Project on a screen two pictures which lend themselves to comparison and contrast, such as: a picture of a boy in an urban setting and a picture of a boy in a rural setting. Have the students examine the pictures carefully and then suggest the details which comprise the world of each boy. List these on the chalkboard in two columns. Have the students suggest ways of comparing and contrasting the listed details by eliciting main ideas such as:

A Boy Is a Boy Wherever He Is
The Common Dream of Boys
The Different Worlds of Two Boys

39. Have the students use one of these ideas as the basis for a paragraph comparing and contrasting the two pictures. Students might be aided in their organization by diagrams such as:

Main Idea	Main Idea
City Life (smells, sights, sounds)	Smells (city and country)
	Sights (city and country)
Country Life (smells, sights, sounds)	Sounds (city and country)

Duplicate samples and assist the students in evaluating them for unity and coherence.

40. Have the pupils examine reading selections which reveal comparison or contrast. Have them note the ways in which the writer maintains unity and coherence through the use of linking expressions, such as: on the other hand, also, unlike, similar to, but, however, nevertheless.

41. After the students have read an appropriate literary selection, have the students write at the top of their papers two subjects which they thought were similar or different, such as:

True Son and The Butler Family

Under their topics, have the students now write the main reason for the difference or similarity, such as:

> True Son did not view the white civilization in the same way the Butler family did.

Now have the students list the supporting details of the differences or similarities and arrange these details in the most effective order. Finally, have the students write a paragraph or paragraphs following these general directions:

Open with the difference or similarity.
Develop with supporting detail.
Close with the reason for the difference or similarity.

42. Write on the chalkboard a topic related to a subject about which students are reading, such as: Old forms of transportation which are still in use. Then have students suggest means of transportation which fit the topic: boat, automobile, railroad, horse, and wagon. Next, have the class select one of the means listed, such as automobiles, and develop on the chalkboard a chart, such as:

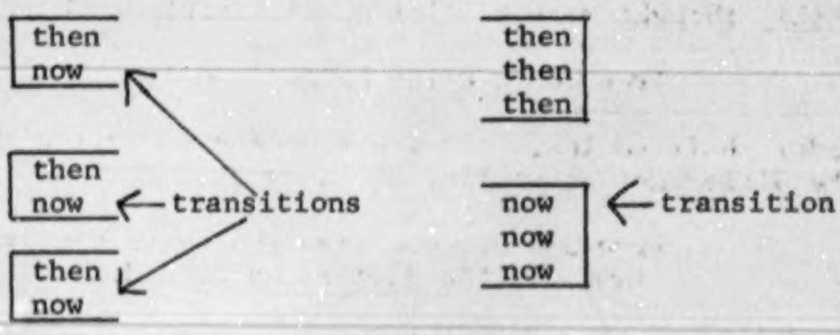
Automobiles

Then	Now
limited form of transportation	major form of transportation
owned by few people	owned by many people

small horsepower	powerful engines
uncomfortable	luxurious
useful	virtually a necessity

Lead the students to discover that the more specific or concrete the details, the more obvious are the differences. Have pupils point out ways in which aspects of the subject may first be compared, then later contrasted. Have the students select another topic and write one paragraph of comparison and another of contrast.

43. To help the students to organize their paragraphs, the teacher might wish to place one of the following diagrams on the chalkboard:



Evaluate strong and weak sample paragraphs, noting instances of effective unity and of the skillful use of linking words or expressions.

44. Provide the students with analogous sets of words, such as:

Group I	Group 2
student	astronaut
classroom	capsule
answers	maneuvers
passes	lands

Have the students write one sentence using the first group of words. Then write another sentence using the second group of words. Or, have the students write a comparison sentence using the two groups of words, such as: The life of the student is much like that of an astronaut. Finally, have the students write a paragraph developing the analogous relationships and writing for tone.

More capable students may be asked to write extended analogies to explain a difficult idea by comparing it with a less difficult, more familiar idea, such as modern systems of communication compared with the human nervous system; ancient mythology with modern science fiction; the life of an ant with the life of a student.

45. Have the students read a short poem from which the title has been deleted. Have them suggest a title for the poem. Write this on the chalkboard. Now lead the students in locating and listing passages in the poem which support the title chosen. As each reference is listed, have the students test its validity against the suggested title. The students may be led to change the title if the references seem contradictory. Now provide the students with the original title, and lead them to understand how the specific references are implicit in the title. (Note: It is possible that the final title suggested by the students is also valid.) Lead the students to understand that the specific details led to the general idea.

46. Have the students study a large picture of a landscape or some other vivid scene. Have each student think of a particular mood or feeling which the picture suggests, such as: calmness, sorrow, turbulence, reverie. Now have each student list on his paper all of the details which led him to suggest the selected feeling. Have the students arrange these details in an effective order. Next, have the students write the motive word as a title and develop a paragraph, using their list of details. Duplicate sample paragraphs and lead the students in evaluating them for unity and coherence. Have the students explore the ways in which the writer created a general impression through concrete and specific details.

47. Have the pupils write paragraphs or longer papers, in which they describe a particular place or object encountered in their own experience, such as: a room, a building, a street, an outdoor setting. Emphasize the importance of building a general impression through specific details.

48. Write on the chalkboard general topics, such as: The Fair Teacher, The Born Salesman, The Great Champion. Have the students write a character sketch of a person who they think has the qualities of the topic. Assist the students in selecting the specific characteristics which illustrate the personality of the Fair Teacher, for example. Next have the students arrange their details in an effective order and write their paragraphs.

The procedure above may be used in having students write paragraphs about things, such as: The Perfect Weekend, The Good Date; or in writing about ideas, such as: Better Late Than Never, Rome Was Not Built in a Day.

49. Have the students write paragraphs which deal with arbitrary topics, such as: the controversy over U.F.O.'s; a problem in school; the need for a change. Have the students select and list supporting details and write paragraphs in which they attempt to convince the reader of a particular course of action or line of thinking. Duplicate samples and lead the students in evaluating for unity, coherence, and tone. Also lead the students to understand the importance of developing an argument through a line of reasoning from specific to general.

50. On the chalkboard write a general statement, such as:

Athletes become good sportsmen.

Have the students assume that they have been introduced to an athlete and, based on the above generalization, have them write three or four qualities they might expect the person to have, such as:

He accepts a ruling even when it is against him.
He does not cheat but always abides by the rules.
He learns to give and take.
He appreciates the efforts of others.

Discuss these qualities with the students in light of their personal experiences and observations. Lead them to understand that if a generalization is true the specific details must develop directly from the general statement.

51. Have the students list commonly accepted beliefs. Then have them select one general statement and write a paragraph in which they show by specific details how the statement is valid or invalid. Duplicate sample paragraphs and lead the students in evaluating for unity, coherence, and clear thinking.

52. Have the students compare different accounts of the same thing, such as an encyclopedia description of a snake and that found in Dickinson's "A Narrow Fellow." Discuss with the students the differences in word choice and selection of detail in these two descriptions.

53. Have the students write sentences about a subject assuming different points of view toward it.

Example: An Automobile Wreck

He smashed up his Mustang. (a peer)
His convertible was a total loss. (a newspaper reporter)
His car was in a rather serious accident. (a parent)

54. Provide the students with a list of details such as the following:

The black sedan slammed into the blue convertible.
The woman's name was Margaret Smith.
The damage to the sedan was estimated at $300.
No one was injured.
The driver of the sedan was a man.
The driver of the convertible was a woman.
The man's name was Henry Green.
It happened this morning.
The driver of the sedan was given a ticket.
The damage to the convertible was estimated at $200.

Write on the chalkboard a list of various accounts which might be written about the accident.

Example:

Police Blotter Report
Newspaper Account
Editorial
Imaginative Account

Discuss with the students the ways in which these accounts would differ. Elicit the fact that word choice, selection of detail, and pattern of organization will convey the attitude and purpose of the account. Then have the students write each account. Duplicate samples and have the students evaluate them for effectiveness in developing point of view.

55. Discuss with the students the techniques which help establish tone. Elicit such items as word choice, sentence construction, and the selection and organization of details. Then project a picture which might be used as the setting for a variety of stories. Ask the students to make a list of words and phrases that they would use to describe the picture for an adventure story and then make a

list for a farce. Have the students use these lists to compose the settings for each type of story. Evaluate the finished papers for use of tone techniques.

56. Bring to class a woman's purse containing an unusual assortment of articles. Empty the purse on a desk and ask students to write a character sketch of the person who supposedly owned the purse, using the articles as clues to characteristics, interests, age, occupation, etc.

57. As a pre-writing exercise to demonstrate the need for clarity in writing, ask two students to demonstrate. One student is handed a jacket and asked to play "dumb"; he or she does not know what the article is or what to do with it. It is the task of the other student to give instructions as to how to put on the jacket and fasten it properly. The instructions must be verbal only, no gestures. The class members are asked not to offer suggestions during the demonstration but be ready to discuss the problems and offer suggestions about direction-giving and clarity after the demonstration activity.

58. Cut out a Sunday comic strip for each student in the class. Cut out all the dialogue "bubbles" and duplicate on white paper. Put cut-out dialogue, trimmed to different shapes from the holes it came from, into a pocket cut from the corner of an envelope and taped to the back of the comic strip. Have students write their own dialogue (with correct spelling) for the characters. When they have finished, have them take out the original dialogue to see if they can match it in proper sequence with the pictures.

59. Show the students a pocketbook containing several disparate objects, such as a roll of bandage, a pill bottle, a lipstick. Give them a ditto sheet on which a crime and victim are described. The students are then asked to write a solution of the crime, including an explanation of how the pocketbook fits in.

60. Ask students to compose a myth explaining how various communities got their names, for example, Greenwich (Green Witch) Saratoga (Sarah's toga).

61. Exchange compositions with a class from another geographic area.

Students enjoy reading the compositions from another part of the country and seem to make very perceptive comments when they critique the papers. They also seem to be more concerned about the quality of their own writing when they know their papers will be critiqued by another class of "strangers."

62. For slow learners, take words from a story to be read. Choose words that relate to the plot. Ask each student to write an original sentence using the words. Ditto the sentences, trying to arrange in a story or paragraph. Compare with the story to be read.

63. Choose one class at a time to keep journals. Either give a topic or a first line of a story to get the students started. It could be a diary entry, a poem, a puzzle, or a short story. Entries are not individually graded, but at the end of the semester, if the assigned number is in the journal, the student can be given a grade accordingly. Sometimes students are asked to choose an entry, rewrite it, and turn it in for a grade.

64. Group students and ask person in the group to write a topic sentence and then pass the paper to someone else to add a supporting detail, and so on, until the concluding sentence.

65. Ask students to describe an inanimate object in terms of all five senses, for example, a toothbrush, a locker.

66. Have students retell the story of Jack and Jill from either one's point of view.

67. Ask student to create a scene which will appeal to all the reader's senses, using various literary devices such as simile, metaphor, personification.

68. To teach descriptive writing, ask students to describe someone they know without naming the person. Have them describe physical characteristics first, then personality traits, and then identifying mannerisms.

69. Ask students to work in pairs as interviewer-interviewee. Each then writes a biographical sketch of the other on the basis of the interview.

70. Have students write letters to "Dear Abby" and "Ann Landers" and also the replies.

71. Write essays on how to spend $100,000.

VI VERBAL AND NON-VERBAL EXPRESSION 7 - 8 "RELATED ACTIVITIES"

1. Provide the students with a list of vocabulary words they have recently studied, such as:

environmental
fraternal
discriminating
ironclad
outermost
perplexing
communication
situation
generation
education
outcome
problem
persuade
mobilize
project
join
arbitrate
impede

Have them create sentences which use three or more of these words.

Example:

> The ironclad environmental situation impeded discriminating fraternal communication.

Discuss the sentences, leading the students to realize that these sentences, though made from recognizable words, have little practical meaning; and that little communication takes place.

2. Assign a group of students to act as jury and ask them to step out of the room as you stage a simulated automobile accident. Ask the student jury to return. Assign a leader to call on witnesses to tell the jury their version of the accident. Then have the jury decide who in the accident was at fault. Discuss this activity with the class emphasizing the need for accurate and precise reporting.

3. Ask some members of the class to prepare a speech about someone they consider to be the greatest person of our time. After each student has presented his talk, have the class evaluate it in terms of substantiated information, ideas, and opinions.

4. Have each student make a short speech on a controversial subject about which he feels strongly. Then have the class evaluate these.

Were the sources used clearly stated?
Were the chosen sources authoritative and unbiased?
Did supporting examples add clarity to the talk?
Were the generalizations valid?
Was the language of the speaker slanted or loaded?

Lead the students to recognize the effect of emotional involvement on the accuracy of a speech.

5. Ask some members of the class to choose the person he considers to be one of the greatest persons of our time and be prepared to substantiate his choice by specific information. After each person has presented his nominee, ask the members to evaluate the talk in terms of facts, thoughts, ideas, and opinions.

6. Have a student, or a group of students, prepare a speech in which opposing points of view are expressed. After the speech has been delivered, have the class discuss any instances of biased reporting, noting that when a speaker intends to present both sides of a question biases may be evident. Have the class rework the speeches to eliminate all instances of biased reporting.

7. Lead the class into a general discussion on a literature selection recently read. As the discussion ensues, write on the chalkboard various aspects of the selection such as character development, plot development, and theme. Then ask a small group of students to prepare a symposium presentation, each taking a different aspect of the selection to evaluate the reading.

8. Play recordings or have the students read manuscripts of various types of speeches. Have them label the speeches according to whether they are persuasive, informative, or entertaining. Lead them to understand that one may inform his audience while persuading them, or entertain them while informing them.

9. Play for the students a recording of a speech or story which a well-known actor or speaker has recorded for children. Then play a record that his same actor or speaker has recorded for adult audiences. Have the students discuss the adaptations in delivery for the different audiences.

10. Discuss with the students the relationship between a speaker and his audience emphasizing the various responses a speaker may wish to get from his audience. Lead the students into a discussion of the various types of supporting material a speaker may use to achieve the desired audience response, such as:

anecdotes
examples
statistics
visual aids
descriptions
explanations
quotations

Then have the students choose a topic, decide on the audience reaction they want to achieve, and prepare a speech for the class. After the speeches, discuss the ways in which supporting material was used.

11. Have a group of students select for dramatization a short scene from a recently read literature lesson. Discuss with them the use of the body in portraying characteristics of individual characters. After the dramatization, have the class analyze the successful portrayals. If the school has its own closed circuit TV, dramatization may be video-taped and the performers may then participate in the evaluation.

12. Carefully select a series of newspaper photographs of people speaking in a variety of situations. Display these around the room and discuss with the students the mood or action depicted in each. Help the students to recognize how posture, body movement, gesture, and facial expression indicate interest, ease, self-assurance, or tension, anger, and the like.

13. Have various students give demonstration speeches such as explaining how to play badminton, how to pitch a baseball, or how to drive a golfball. Encourage them to break the movement with several steps for easy explanation and then to put the steps together to demonstrate the smooth body movement needed.

14. Have the students memorize a short selection for oral delivery. Then have them read a selection. Discuss the effect of eye contact on their delivery and audience response.

15. Discuss with the students the ways in which vocal sounds are produced. Ask a group of students to build a model, or make a chart,

to illustrate the various organs of speech production and to explain it to the class. cf. Kottmeyer

16. In conjunction with a literature lesson, ask the students to select sections which establish different moods such as excitement, tension, stillness. Have various students read the sections they have chosen. Discuss the rate of reading used to convey these moods.

17. In a discussion with the students of the effective use of the voice, lead them to formulate a list of standards. These standards may refer to the habitual use of a pleasant, audible, intelligible voice that takes into account the speaker's ideas and mood; the audience; and the physical conditions of the room.

18. Examine a manuscript of the Kennedy inaugural address, its content and style, in terms of communication of ideas. Then listen to a recording of the address and examine the delivery techniques. Discuss the factors that make this a quality speech.

19. Assign the students the preparation of a two-minute newscast, and tape record these as they are being presented. Elect a team of listeners to analyze the pronunciation and articulation of the student newscasters. Ask this team to note difficulties such as dropped endings, omitted syllables, substituted vowels, and incorrect accents. Discuss these with the students. Then have each student practice those words and phrases with which he had difficulty, retape his speech, and compare his second attempt to the original.

20. Discuss with the students the use of note cards in oral reports. Help them to understand that because the notes are intended to serve as a reminder to the speaker, not as his speech to be read word for word, they must be:

brief
orderly
understood at a glance
easy to handle

Remind the class that the speaker's concern is always for his audience and that his use of notes should increase rather than lessen the amount of attention he can give to his listeners and receive from them.

21. Have the students select several items from a collection of classroom objects and pictures. Allow them a few minutes in which to plan an original story, a report, a comparative analysis, or a commentary based on the items they have selected; and then have them use the items as the basis for extemporaneous talks.

22. Give the students practice in the use of distributed materials as an aid to delivery. Have them prepare the materials in advance, distribute copies, and refer to specific aspects of the materials while speaking on such topics as the following:

sentence structure
patterns of organization
use of language
literary devices
types of tests and/or test items

23. Emphasizing the positive, have the other members of the class evaluate each speaker's presentation in terms of criteria suggested by some of the following questions:

Did the speaker command the full attention of his listeners as he began to speak?
Did the speaker distribute his materials easily and at the appropriate time?
Did the speaker wait until he was sure that everyone had received the materials before he began to speak about them?
How did he know?
How did the speaker direct the attention of his listeners to specific aspects of his materials?
Was each listener able to follow the speaker's directions quickly and easily?
Did the speaker wait until everyone had "found the place" before he began again to speak? How did he know?
What was the speaker's purpose, and to what extent did his use of distributed materials help or hinder him in achieving it?

24. Ask various students to tell the class about a book that they have recently read. Tape these as they are being presented. Then have the class analyze these in terms of thoughts and ideas presented. Questions such as the following might be considered.

Did the speaker give enough information so the listener would know what kind of book was being discussed?

Did the speaker convey his thoughts and reactions to the audience?
Did the speaker leave his listeners wondering what he was trying to say?

Those talks which were found to be incomplete may be reworked, retaped, and compared with the original.

25. To give the students practice in recognizing central themes or main ideas, read or have them read several poems on a single theme such as Lew Sarett's "Four Little Foxes," Robert Burn's "To a Mouse," and Robert Frost's "The Runaway." Discuss the theme common to the selection of poems, and then have the students identify the main idea of each individual poem.

26. Present the students with a scrambled outline. Have them order the outline and derive a title which will serve to identify the central theme about which the various ideas revolve. Discuss how the main ideas listed relate to each other and to the central theme. Have several students present speeches using the outline. Evaluate the statement of the theme and main ideas in each presentation.

27. Present a central theme and ask several students to give short speeches on it. Discuss the differences in these speeches leading the students to recognize the development of the theme in terms of the main idea.

28. Have the students examine three of Poe's short stories, identify the main idea of each, and determine whether they share a central theme. Then ask the students to prepare a speech reacting to each story, to their favorite of the three, or about a central theme running through the three stories. After the speeches have been presented, discuss them with the students eliciting that the success of these depends on the speaker's ability to state a main idea or central theme no matter which approach is chosen.

29. Ask the class to discuss a statement such as: Different generations fail to understand each other. List on the chalkboard examples as they are cited by the students. Draw their attention to the fact that they used specific and vivid examples to explain their interpretation of the sentence.

30. In conjunction with the students' study of literature, draw their attention to particularly descriptive passages in the selection. Have them discuss the vividness of the passages. Questions such as the following may be considered:

What makes these passages vivid?
If they are not vivid, why aren't they?
What is involved in the handling of language that determines vividness?
How does this relate to speaking situations?

31. Discuss comparison and contrast as a method of analysis and as a means of making an interesting, stimulating speech. Then have the students develop speeches based on the analysis of something by comparison and contrast. Topics such as the following may be used:

A short story in print and as interpreted in the movies.
A read manuscript of a speech and a speech given orally without notes.
The use of student government fees last year and this year.

32. Present a list such as the following to the students:

Robert E. Lee - U. S. Grant
prose - poetry
taxis - subways
migrant farm workers - non-migrant farm workers

Discuss these with the class leading them to recognize that the best way to prepare a speech on these topics would be to use a comparison and contrast form of organization. Then ask the students to choose one of these topics and prepare a speech for presentation.

33. Provide the students with examples of speeches organized by cause and effect. Discuss with them the manner in which the problem is analyzed and presented. Then have the class list some topics that might be presented by cause and effect, such as:

The effects of a balance of payments deficit.
The effects of smoking on health.

Ask various students to prepare and give speeches on these topics. Evaluate the use of cause and effect.

34. Write on the chalkboard a topic which lends itself to chronological order, such as:

The Election of a President

Have the students list the steps involved. Discuss how this outline might be used as the basis of a lecture on the topic. Then have the students choose a topic, list the steps chronologically, and give a brief explanation of their topic from this prepared outline.

35. Discuss with the class some of the elements that add suspense to a story. Emphasize the role that detailed spatial description plays in developing this mood. Then help the students define situations that might be related spatially, such as a trek through the woods, the precarious landing of an airplane in a heavy storm, a dangerous mountain climb. Have the students prepare an oral story relating such an incident. In discussing these stories, have the listeners consider questions such as:

Were you able to visualize the situation described?
Could you follow the events related?
How did organizing by spatial order help you to better understand what was happening?

36. List on the chalkboard the names of people with which the students are not apt to be familiar. Next to each name list the area of expertise for that person. Ask each student to choose an area and prepare a speech in which he will cite the expert listed. Lead each student to recognize the need to research the expert to determine his degree of authority, and the necessity to cite his qualifications in their speeches. After each speech has been given, have the students decide whether or not they will accept the quoted expert's opinion and on what basis they will accept or reject it.

37. Discuss with the class the ways in which examples may be used to help clarify and/or prove a statement. Lead the students to discover the three tests that should be made before using examples:

Have enough examples been examined to substantiate the generalization?
Have the examples been fairly chosen?
Are there outstanding exceptions to the generalization?

Then have the students prepare a speech in which they use examples to support their thesis.

38. In conjuction with a lesson in reading or literature, construct a simple crossword puzzle on graph paper and distribute a copy to each member of the class. Give the directions for doing the puzzle and the definitions of the words orally. Christmas trees or other seasonal diagrams can also be used for this activity.

39. Play "Literature Bingo." Give each student a card on which the names of titles, authors, characters, themes, plot details, or literary characteristics have been printed. Then, in the manner of a bingo game, say aloud a descriptive phrase and have the student identify the item described by checking it on his card, if it is written there. The first student to complete his card correctly wins the game. Cards may be the same for every student or different.

40. Have the students listen carefully as you read aloud a brief character description or an account of someone's behavior during an incident. Then list a few problems or situations on the chalkboard, and have the students explain - either orally or in written form - how the person described in the selection might cope with one of the problems or situations. Ask them to support their conclusions by citing specific characteristics they derived from the listening experience.

41. Read aloud a series of sentences, all of which relate to a central idea without actually stating it. Then have the students determine the central idea.

42. Read aloud or play records or tape recordings of passages from prose and poetry, and have the students summarize the main idea of each one in a single sentence. Progress from short, simple passages to longer, more complicated ones. As often as possible, include selections from material which was designed for oral, rather than written presentation.

43. Have the students listen carefully without taking notes as you play a record or tape recording of information pertinent to ongoing classwork. Give them a few minutes to jot down the main idea and

supporting details; then replay the tape and have them check their summary notes against the information given in it.

44. Say aloud a simple subject and have each of the students complete the sentence orally. Vary the activity by saying aloud the predicate, by having those students who complete the sentence correctly begin another, or by including questions and inverted statements. Have the class listen carefully for meaningful relationships and accurate word usage. Maintaining a game-like atmosphere, help them to detect and correct errors.

45. Read aloud a series of compound and complex sentences, emphasizing the connectives between the clauses, and analyze with the class the relationship which the connectives indicate. Then divide the class into two teams. Have a student-volunteer from one team say aloud a clause containing a connective. Someone from the opposing team must then complete the sentence effectively. If he fails to do so, someone from the first team has a chance to try. Whenever a student succeeds in completing a sentence, his team gains a point and he begins a new round.

Examples:

She asked me for advice, so _____________.
I am opposed to lunch breaks because _________.
Although he has a job after school, __________.

Vary the activity by supplying both teams with lists of connectives which must be used in order, or with lists of sentence fragments which may or may not be used in order.

46. In conjunction with the study of literature, composition, or language, acquaint the class with inverted sentences. Have them identify the subject and predicate of such sentences as the following:

A damsel with a dulcimer
In a vision once I saw: ....

To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language . . .

About suffering they were never wrong,

What is the relationship between the other words in the sentence, in each case? What is the author saying?

Then read aloud or play recordings or poems or selections from prose which contain sentence inversion and check the students' ability to interpret the passages. What is the effect of inverted sentences on the listener's understanding and enjoyment of a literary selection?

47. Have the students present frequent short "talks" on topics of their own choosing. Early in the year, these may be prepared speeches; but as the students become accustomed to speaking before the class, call upon them occasionally to speak without advance preparation. After each presentation, give the listeners a quick oral or written quiz.

What was the main point of the talk?
What were the supporting details?
What was the relationship between the main point and the supporting details?
How did the speaker's organization of his material contribute to his listeners' understanding of it?

48. Play a record or a tape recording of folk songs.

What is the message?
How do the melody, the background notes, and the rhythm relate to the message?
What is the mood of the music?
Does it fit the message?

49. If it is possible to do so, have the students see the movie version of a novel read either in or for class and note how the screen writer, the visual effects director, and the sound effects director have selected material from the novel, used it, and compensated for omissions.

In what manner has the dialog been altered?
What is the function of the sound effects and their relationship to the content in certain scenes?
How does the addition of music and sound effects affect the listener's comprehension and enjoyment of the story?

50. Read aloud a short story, a poem, or an essay that you think the class might thoroughly enjoy. Then offer a series of statements and ask the students to choose the one which best expresses the main point of the selection. Ask them to cite the incidents or details in the selection.

51. Have the students take notes as they listen to a committee report, a panel discussion, a debate, a speech, or a lecture-demonstration. Later, have them use their notes to identify the central thought, the supporting material, and the conclusions offered. Have one of the students use the overhead projector or write the items on the chalkboard as they are offered, and then have the class evaluate the presentation. The following considerations might prove helpful:

What was the main point and when was it made?
What kind of material was used for support - facts, opinions, testimony, incidents, examples, directions, descriptive details?
What was the function of the supporting material?
What was intended to explain the main idea?
to illustrate or give examples of it?
to show how it might be applied to various situations?
to convince the listener or spur him to action?
Was the supporting material valid?
What were the limitations of the "proof" in this case?
To what extent was the conclusion justified?

52. In conjunction with a lesson in literature or composition, occasionally analyze with the class the answer a student has given to a question. If the answer is in written form, have the student read it aloud. Elicit from the class members a single statement which represents the student's answer to the question, and the details which he has given in support of his statement. Have someone write them on the chalkboard as they are offered. Then discuss with the class the nature of the details and their validity in terms of the particular situation.

53. Read aloud a poem or a passage and ask the students to identify the main idea and the supporting material without having taken notes either during or after the reading. Then have them evaluate the supporting material.

Is it valid for the situation established in the passage?

Have important facts or reasons been omitted?
Have important items been treated in an offhand manner and less important items emphasized?
In short, to what degree has the author "stacked the deck"?

54. Recite the same word or sentence in a series of different ways so that the students are able to see that one can sometimes interpret the attitude of a speaker by listening not only to what he says, but also to how he says it. For example, say a student's name gently but reprovingly, sternly, angrily, laughingly, excitedly, or with disappointment or exasperation; or recite the sentence "Johnny's got a girlfriend." as a statement of fact with happy excitement, with disbelief, with disgust or annoyance, or in a malicious, "tattle tale" manner. Help the students to identify the attitudes presented. Then instruct them to listen carefully during the day for words or sentences which impress them pleasantly or unpleasantly because of what was said or because of how it was said. How do a speaker's attitudes, tone of voice, and word choice affect the validity of his supporting material? What effect do they have on the listener's ability to be objective?

55. Ask one of the students to describe his favorite possession, his most interesting experience, or what he would like most to have or to do. If he prefers to do so, allow him to describe an object he dislikes or an experience he would like to avoid. Then discuss with the class the speaker's attitudes as he revealed them in his description. Try to elicit the means through which they recognized the speaker's attitude by asking such questions as the following:

What did Joe like (or dislike) about the object or experience?
How do you know?
What is your attitude toward the object or experience after having listened to his description?

56. Explain to the class that "loaded" words are those which affect the implications of a statement without changing the factual accuracy of its content. Then read aloud a group of headlines such as the following:

Giants Slaughter Mets 3-1
Giants Defeat Mets 3-1
Giants Eke By Mets 3-1

Do all three headlines state the same information? What is the listener expected to infer in the first and third statements?

Ask the students to listen carefully for loaded words or statements in news commentaries and commercials on radio and/or television and report them in class. Make them aware of the effect of loaded words on the validity of a speaker's supporting material.

57. Tape-record a series of advertisements from radio or television programs and play them for the class. Then discuss with the students the particular devices used in each case to sell the product. To what group, if any, is the appeal directed? What is the nature of the material used to convince the listener? Which propaganda devices - testimonial, bandwagon, name calling, transfer, repetition, glittering generalities, card stacking, or emotionally charges words - if any, are used? What kind of language is used? Supplement the activity by analyzing political speeches in lieu of or in comparison with advertisements.

58. Instruct the class to bring in magazine and newspaper advertisements that contain some form of propaganda. Have each student read his article while the listeners try to detect the tactics of persuasion contained in each advertisement.

59. During the study of a novel or play, discuss with the class a bit of the dialog. For example, have the students listen to Polonius' advice to Laertes in Hamlet or Iago's dissertation on truth in Othello. Help the class to analyze the nature of the speaker in each case, and the substance of his speech. What effect, if any, does the listener's awareness of the speaker's nature have on the information given in the speech? What effect, if any, does it have on the manner in which the listener regards that information?

60. To help the students develop an awareness of listening for causative elements, tell them a simple but not familiar story, letting them guess how it ends. Allow endings other than the one given in the story; but in order to learn whether or not they have listened attentively, ask the students to support their conclusions by citing contributory evidence from the story. Have the other class members serve as critics.

61. Read aloud two different newspaper accounts of the same sporting

event. For emphasis and added personal meaning, select articles that deal with a football, baseball, or basketball game between the "home" team and its traditional rival. If possible, one of the columns shou be taken from the local newspaper and the other from the newspaper of the rival community. Why do they sound different? What clues are there in each article that lead you to see this difference? Following the presentation, have the class compare the phrasing and word choices of the two articles. Bring them inductively to an understanding of the many faces and degrees of truth.

62. Have the students present prepared oral character studies or thematic analyses of literary selections read either in or for class. Instruct them to state their conclusions in a single "thesis sentence" and cite examples from the text to support their opinions. As each report is presented, have the listeners jot down the speaker's introductory statement, supporting detail, and conclusion. Then, in the light of their own reading of the selection, have the class evaluate the speaker's conclusion.

Is there enough information available to justify the conclusion?
Which items of information, if any, did he omit?
Did he cite information which was not given in the selection?
Is the conclusion valid?

63. Explore dialects with the class. Start by using words which are likely to be produced in a number of ways (bad, bath, man, log). Vowel sounds may vary in each of these words as a result of geographical and social differences. What relationship exists among several sounds used for the same word? Are they ways of producing the same phonemes, or do the differences cause the phoneme, and therefore the word, to change? Where language lab facilities are available, allow the students to compare and contrast their own sound systems with model usage.

64. Have the students listen to regional dialect recordings or recordings of speakers from various parts of the country (the deep South, the Southwest, the Midwest, etc.) and pick out the specific sounds and other identifying characteristics through which one can differentiate between regional dialects. Interested students may want to investigate the background that led to the development of a particular regional dialect.

65. Use the overhead projector or write a simple sentence on the

chalkboard and help the students to see the relationship between stress and meaning by stressing a different word each time you read the sentence aloud. Reinforce the experience by having the class join you in chorus.

Example:

I don't like him.
(Others might like him, but I don't.)
I don't like him.
(No, you're wrong - I don't like him. The statement refutes an opinion, either expressed or implied.)
I don't like him.
(I may not be quite sure how I feel about him, but I know I don't like him. The listener can expect descriptive details, qualifying phrases, and/or reasons.)
I don't like him.
(I may like a number of other people, but I don't like him.)

Help the students to understand that these examples represent four different sentences, despite the fact that the words, their meaning, and their ordering within the sentence are the same. Help them to understand the significance of stress as a clue to meaning and encourage them to listen actively in oral language situations. If some of the students speak a foreign language fluently, ask them to illustrate how changes in stress affect the meaning of word groups in that language. Local residents for whom English is a second language might also be helpful in this activity.

66. In conjuction with a lesson in spelling or vocabulary, have the students pronounce and define each of the words in a pair of homographs such as the following:

ad'dress - ad dress'
con'duct - con duct'
con'flict - con flict'
con'tent - con tent'
pro'duce - pro duce'

The students should note that a shift in stress in homographs indicates a change in word form.

67. Have the students suggest sentences which vary in meaning accord-

ing to the speaker's stress, pause, or inflection.

Example:

Why are you going to marry John?
Why are you going to marry, John?
Why, are you going to marry John?
Why? Are you going to marry John?
Why? Are you going to marry, John?

68. Read aloud a scene from a play or a short story told in the form of a dialog which requires a number of changes in voice inflection. Then ask the students for some of the statements and some of the questions they heard as you read. Discuss with them the means by which they differentiated between the two, and have them say a few sample lines both as a statement and as a question.

69. List a few lines such as the following on the chalkboard and have student-volunteers say them aloud:

What did you say?
I left it right there on the table.
Where have you been all this time?
One more peep out of you and I'll break every bone in your body!
Who's there?

Did each of the speakers say the same line in the same manner? Why, or why not? How might a given line be spoken by different people? For example, have the students say a line accusingly, wonderingly, fearfully, threateningly, dazedly, etc., or in the manner of a little boy, a stern parent, a timid old lady, a gruff workman, a gentle clergyman, a stalwart leader, etc. Call attention to the fact that listeners recognize these characteristics on the basis of what they hear. How does a playwrite or a director indicate how a particular line should be delivered? What does the actor's expression contribute to the illusion created in the play as a whole?

70. Have the students prepare brief scenes for radio presentation, using dialog and heightening intonation change for emphasis. Human relationships such as the following are particularly effective for this type of presentation:

An older student helping a new girl in school
A person quietly outwitting a bossy, domineering type
A couple who become reacquainted after drifting apart

71. Demonstrate that speech has rhythm patterns by having the students read aloud some of Don Marquis' "archy letters." Despite the fact that neither punctuation nor capitalization has been used, the letters are easily read and understood because they follow the rhythm patterns of American speech.

72. Read aloud carefully selected passages from both poetry and prose, and have the students pick out the basic rhythm patterns. Selections from poetry might be used first, since rhythm is more obvious here than in prose. However, parts of Rachel Carson's The Sea Around Us, "Tom Outland's Story" in Willa Cather's The Professor's House, selected portions of Herman Melville's Moby Dick, and Joseph Conrad's The Mirror of the Sea are such good examples of rhythmic prose that they can be scanned and treated as poetry; and James Agee's fragment of an autobiography is so expressive that Samuel Barber has set it to music in his Knoxville: Summer of 1915. Ernest Hemingway's The Killers and parts of James Baldwin's The Fire Next Time and Albert Camus' The Plague are good examples of the author's use of rhythm to underscore the meaning or impression he wishes to transmit to the reader. Help the students to understand the effects produced by rhythm in both poetry and prose.

73. Expose the class to the various elements that affect rhythm and mood and have the students listen for the relationship between them. For example, they might analyze the sounds of selections from poetry in different meters, from poetry in the same meter but designed to be spoken at different rates, or from poetry in which the basic rhythm pattern has been altered by changes in sound combinations. Speeches, particularly those which contain much parallel construction, are also useful for this activity.

74. It is often easier to introduce the relationship between rhythm and mood and the elements which affect them by having the students first listen to music. Play recordings of marching music, such as Stars and Stripes Forever and Pomp and Circumstance. (What accounts for the difference between the two selections?); of dance music which is currently popular among teenagers; of a waltz, a minuet, a sarabande, a flamenco, or more familiar Latin tempos; or of selections

from ballets such as Billy the Kid, Firebird, Ivesiana, or Swan Lake. Encourage the students to describe their reactions to certain rhythms and lead them to an understanding of the use of rhythm as a means of establishing mood.

75. Have the class examine the words to some of the currently popular songs. In addition to the rhythm and rhyme patterns of the lyrics, have them take particular note of the songwriter's use of repetition and refrain. Then have the students write their own lyrics to the melody, making use of repetition and refrain. These might be based on a school, local, or national issue or have some bearing on the ongoing classroom studies.

76. Have the students write compositions on the theme "If Only I Had Listened." Just prior to the actual writing of the assignment, discuss with the class the different levels of listening. Help them to discover the meaning and danger of intermittent listening, passive listening, partial listening, biased or self-protective listening, and premature dismissal. After the compositions have been completed, choose some of the better ones to be read aloud. Try to select those compositions that illustrate the pitfalls of half-listening, attention-faking, selective inattention, and "tune out."

77. Without preparing the students for the experience, read aloud or play records or tape recordings of anecdotes, magazine or newspaper articles, brief dramatizations, or short passages from prose or poetry. Then give a quick quiz on the selection. Test the students' ability to listen critically and perceptively by including some questions to which the answers must be inferred from the material in the presentation and some to which the answer has not been given at all. As the students become more proficient in the skills of listening, increase the length, complexity, and level of difficulty of the selections, and the rate at which they are presented.

78. Use radio or television commercials to stimulate a discussion of the factors involved in a listening experience. How much genuine information is the listener given about the product in each case? To whom is the commercial directed? What means are used to persuade the listener to buy the product? How, and to what extent, do audio-visual effects and/or"gimmicks" affect the listener's ability to listen evaluatively for information pertinent to the product?

79. Divide the class into groups of two or three and have the students prepare original dialogs which illustrate such poor listening habits as inattentive listening, intermittent listening, non-selective or too selective listening, premature dismissal, biased listening, or emotional listening. Select those scripts which best illustrate poor listening habits, and have their authors present them to the class either directly or by tape recording. Let the listeners guess the habit from the presentation. How might these habits be overcome?

After the students have heard the dialogs, have them determine the probable outcome of each situation, if it is not revealed in the script, and discuss with them the dangers inherent in poor listening habits.

80. Without preparing the students in advance, give a brief talk on a topic which is related to the study of literature, language, or any other ongoing program, but which develops information not yet covered in class. Then give them a quick quiz. A few days later, give another brief talk on a similar subject. This time prepare the students by telling them in advance what to listen for. Again, give the class a quiz on the information presented. Have the students compare the results of both tests and discuss the advantages of advance preparation and purposeful listening.

81.Play a record or a tape recording of an actual broadcast which centers on controversial figures, such as Meet the Press, Face the Nation, or I Can Hear It Now. Have the students discuss the point of view taken by each speaker, the information given and the information omitted, the choice of words and expressions, and the general organization of the ideas presented. Then replay the tape or record. What did the students hear this time? The next time, precede the listening experience with a discussion of the issues at stake, the qualifications of the speakers, and the point of view they might be expected to take.

82. Having prepared them in advance, have the students summarize the main points of a listening experience and attempt to explain or support them orally, dramatically, or in writing with examples drawn from their own knowledge, experience, or imagination. Discuss with the class methods of reinforcing a listening experience other than summarizing, and their respective values to the listener.

83. Play recordings or read aloud additional selections and discuss such questions as:

What is the rhythmical pattern of the selection?
Does the rhythmical pattern remain the same throughout

the selection?
Which words receive emphasis when the line is read as normal speech? Is there pattern to the emphasis?
Do the punctuation and the termination of lines help the reader to observe a rhythmical pattern?

84. Discuss several poems in terms of stanza form: number of lines, rhyme scheme, metrical pattern. Consider questions such as:

Is there a regular rhyme scheme to the four lines of the quatrain?
Is the rhyme scheme followed through the whole selection?
What are the chief characteristics of the ballad? of the sonnet? of the limerick? Minimize emphasis upon terminology.

Present a sonnet to the class with some words missing. Have the students supply appropriate words that best fit the rhythm or sound of the poem. Compare and discuss results.

85. Present the class with a brief passage in which blanks are left to indicate where several of the words used by the author to convey mood have been omitted. Ask students to supply words or phrases that would convey a predetermined mood. Then ask the students to compare their results with the author's original which the teacher then presents with attention to the contribution made to mood by the sounds, connotations, and rhythms of words.

86. Play recordings of short poems or of music which have unmistakable mood and ask students to write one word which suggests the mood of each selection. Have them compare results and cite evidence.

87. At the chalkboard, develop lists of words from a selection read previously which have several different denotations. Have small groups prepare and present similar lists of words from other selections.

88. Have a group or the class pick out several key words in a newspaper article or literary work. Then have small groups establish and present the denotation and connotations of single words.

Example:

home

Denotation: fixed residence
Connotations: family ties
domestic comfort

One particularly good example could be posted as a reference chart.

89. Present a list of pairs of descriptive words and ask pupils to explain which adjectives they would enjoy having applied to themselves,

For example:

foolhardy	persistent	thrifty
daring	stubborn	miserly

Discussion should elicit understanding of the power of negative or unpleasant connotations.

90. Present a passage in which underlined synonyms have replaced the author's words. Ask pupils to find substitutes for the synonyms and justify their substitutions in terms of denotations and connotations.

91. Ask a group of interested pupils to explore the concept of Neptune, Apollo, Minerva, Loki, etc. as personifications of inanimate objects or abstractions. A presentation to the entire class should be made.

92. Assign a group to each of the figures of speech: simile, metaphor, personification. Have them copy illustrations from literature and prepare wall charts for display.

93. In connection with specific selections, discuss such questions as:

> If the figures of speech are quite common, is the author guilty of not trying to use fresh figures of speech? Is he intentionally using cliches? Is he using common figures of speech in a new way, a new context?

94. Display several book illustrations. Ask the class to formulate a list of descriptive words and phrases suggested by the pictures. Include senses of smell, taste, touch, sound, and sight as well as

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words which describe internal sensations such as dizziness, pain, and thirst.

95. Distribute copies of an image-filled poem and have pupils write a literal paraphrase of the statement made in one stanza of the poem. Compare the paraphrases with the original to illustrate the idea that the connotations of the original words suggest the author's attitude toward his subject, or himself while the literal paraphrase is more concerned with denotations of words.

96. Write out a dream, then act out the story.

97. Conduct a celestial courtroom trial of characters in literature. Judge, jury, prosecuting and defense lawyers, witnesses and defendants are selected.

98. Bring in abstract or unusual drawings. Have students write directions so clearly that a reader will be able to duplicate the drawings without seeing the original.

99. Ask students to write a description of another person in the room, not using the name. When descriptions are read, the students guess the identity of the person described.

100. Have students pantomime objects, ideas, feelings or roles.

Example:

A. a new father waiting at the hospital.
B. a baseball player in slow motion.
C. saddle and ride a horse.
D. mother with a headache when children are noisy. (may need more than one student).
E. a snowball fight (may need more than one student).

1. Have the students examine the title page of various books. List with them the information found on that page: full names of authors, name of illustrator, publisher, and place of publication. Discuss with them the importance of the information.

Instruct the students to turn the page and note the information listed there. Elicit the importance of the copyright date, acknowledgments, and any other information listed.

2. Present a list of questions that can be answered by using the index of a specific book.

Example:

> Write in the blanks provided the page numbers on which the following information is located in your English text.
>
> 1. The development of the paragraph ______
> 2. The uses of adjectives __________
> 3. Dangling modifiers ___________

After the students have completed the worksheet, discuss with them the methods used to find the page numbers.

Lead them to realize that the quickest way to locate specific information in a book is to look for the topic in the index and check the subtopics listed.

3. Have the pupils find the glossary. Elicit the idea that this is a "small dictionary" of terms useful for that particular book. Point out that the glossary is sometimes called "List of Technical Terms" and that it is placed at the end of the book. Show several types of glossaries in different textbooks. Encourage students to refer to these as they use the books.

4. Have students scan the appendixes in several different references. Discuss with them the types of information to be found in an appendix. Elicit the usefulness of the supplementary or explanatory material found in an appendix.

5. Direct students' attention to a source footnote in a text they are using. Elicit from them that this footnote gives credit for a quotation and is useful to the reader as another source of information.

Have students refer to an explanatory footnote and note how the author uses this to explain or clarify a term or idea.

6. Distribute printed bibliographies of a large number of books related to a broad topic under discussion. Have the students check those books that might be helpful in pursuing a particular phase of that topic that they are interested in. Ask various students to tell which books they selected and why they selected them.

7. Discuss with the students the various encyclopedias with which they are familiar. Elicit the fact that an encyclopedia provides readily accessible information on a wide range of subjects. Lead them to understand that the encyclopedia is an excellent source for students interested in factual information on a topic.

8. Introduce students to the vertical file, phonograph record collections, film strips, and picture collections in the school library. Discuss the purpose and use of each.

9. Present an enlarged set of card catalog cards on a specific book. Place these on the chalkboard or bulletin board. Direct the students to read them over noting the information given. Discuss this information with the students eliciting the fact that the information on each card is basically the same. Lead them to understand that the book is filed under its author's name, its title, and its subject so that it can be located by a student who doesn't have complete information on it. Provide opportunities for the students to refer to the catalog in research assignments.

10. Introduce students to a thesaurus such as Roget's International Thesaurus. Allow time for the students to skim through it and to note the type of information presented and the organization of the book. Through discussion, elicit the fact that this reference is used when the meaning of a word is known, but a synonym of more precise meaning or an antonym is sought.

11. Present a sample entry from the Reader's Guide to Periodical Literature. Discuss this with the students noting the type of information presented and the abbreviations used. Introduce the "Key to Abbreviations" and the "List of Periodicals Indexed" that appear at the beginning of the volumes. Assign a topic to the students that require the use of this reference.

Note: A guide to the use of the Reader's Guide to Periodical Literature is available in unlimited quantities from the publisher free of charge.

12. Have the students examine The World Almanac and Book of Facts. Through discussion, elicit the fact that this is a source of specific concise information of a current and historical nature.

Present a list of questions such as the following that may be answered by using this reference:

Who won the World Series in 1959?
Who won the Nobel Peace Prize in 1964?
Who was the first Supreme Court Justice?

13. Introduce students to other standard references, such as the following:

Familiar Quotations by John Bartlett
Who's Who in America
Who's Who
Current Biography

Lead students to recognize the purpose, content, organization, and use of each one. Prepare lists of topics and/or questions related to regular work that will provide opportunities for the students to use these references.